

El Paso Independent School District
Zavala Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

Our commitment is to provide college and career readiness opportunities that expand, enhance, and challenge student learning in a caring, nurturing, and safe environment while establishing a good working relationship with the parents and the community.

Vision

Our vision at Zavala Elementary School is to provide a college-bound culture that prepares students for higher education and instills a desire of continuous learning in every individual. It is our vision that our students grow to become future leaders of a greater tomorrow by developing and acquiring all skills necessary by providing them with the best education possible.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus community is dedicated to our mission of being a safe, positive and friendly environment in which students are expected to be responsible for their own learning and their own behavior. To that end we have put in place the PBIS framework and consistently provide celebrations for students who follow the campus mission every month. Teachers and other campus personnel, especially the PE coaches and the Art teacher along with assistance from the instructional leadership team make sure that activities are fun, safe, and productive for all students. Our community partners provide treats for the students. We involve parents in making decisions for their children by including them in the counselor's monthly tea, the campus improvement team, and in developing the Parent/Teacher/Student compact. While more parental involvement is desired, our campus strives to include and encourage parents to become more active participants in their children's education. Programs for parents to learn English and cooking are provided for parents to learn how to cook nutritious meals. After school extra-curricular activities such as the Soccer and Tennis Clubs, which require parental approval for staying after school. These programs designed for 3rd through 5th graders provide incentives for students to achieve more. The social worker and the counselor at our campus are very dedicated individuals who are friendly and helpful and provide a sense of support for not only our most vulnerable, but for all our students. The cafeteria staff is friendly and efficient and know many of our students by name. They are in many instances the frontline of defense against a student having a bad day. Our community's low socio-economic status makes it difficult for parents to provide for their children. However, the monthly food pantry and the giving nature of teachers and staff helps students have a more positive school experience. Zavala is committed to provide the best education for children in an environment which is truly safe, positive, and friendly.

Demographics Strengths

We are a community school that has been developing its presence in a very positive way through our relationship with Community Schools and Proyecto Vida. We have participated in Soccer Reading Club Events, and we now have a Tennis Club for students, and many other events which meet the needs of all our stake holders in our educational community. Proyecto Vida maintains 2 after school and summer daycare classrooms on our campus which serve our campus and others.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parental involvement is lower than desired. **Root Cause:** Need to continue to recruit more parent volunteers in the classroom or on campus.

Problem Statement 2: Daily attendance is lower this year at 93% traditional, 91.06% for PreK 4, and 89.54% for PreK3. **Root Cause:** Misconception from PreK 4 and PreK 3 parents about daily attendance being mandatory . lack of Attendance Contracts in place.

Problem Statement 3: Gifted and Talented students do not showcase their work. **Root Cause:** Need committee to organize EXPO.

Student Learning

Student Learning Summary

Zavala's latest 2019 State Assessment overall data scores were as follows:
 (percentage points indicate gains and losses from 2018 to 2019 academic school year)

Total: 91 students tested **Total:** 23 students tested **Total:** 38 students tested

Math	Reading	Writing	Science
93% Approaches-3pts	89% Approaches-4 pts	91% Approaches +13 pts	76% Approaches -9pts
51% Meets (46 std.) -25pts	55% Meets (50 std.) +5 pts	57% Meets +4 pts	45% Meets +13 pts
21% Masters (19 std.) -15pts	25%. Masters (23 std.) +6 pts	0% Masters -9 pts	16% Masters +11 pts

Zavala's latest 2019 DRA/EDL assessment data show that our overall scores were as follows:
 (percentage points indicate gains and losses from 2018 to 2019 academic school year)

2019 EOY DRA/EDL DATA

Kinder	First Grade	Second Grade
DRA - 41% -22 pts	DRA - 14% +5 pts	DRA - 43% +10 pts
EDL - 44% +11 pts	EDL - 21% -9 pts	EDL - 59% +59 pts

Data reveals that in the past three consecutive years Zavala students have shown consistency in Math STAAR scores in the approaching category. Math data is as follows:

Math 2019 93%	Math 2018 96%	Math 2017 95%
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Data reveals that in the past three consecutive years Zavala students have shown consistency in Reading STAAR scores in the approaching category. Reading data is as follows:

Reading 2019 89%	Reading 2018 93%	Reading 2017 87%
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Teachers and Instructional support personnel utilize assessment data such as STAAR scores, benchmarks, campus mocks, formal and summative assessments, Istation, MyON, DRA/EDL etc.. to address students who were identified as at high risk. Instructional support and teachers evaluate data and developed a more rigorous instruction plan that focuses on targeted skills. Interventions and support are done through small group intervention (RTI), pullout, guided reading groups, after school and Saturday school tutoring.

Student Learning Strengths

Strengths:

1. STAAR data reveals that our 3rd through 5th grade students perform highly in mathematics and reading year after year with a high percentage in the approaches criteria.
2. The majority of our students are well mannered and respectful towards other students, the school staff, and school property. Our students and teachers honor our PBIS School Pledge and recite it and abide by it on a daily basis. These student qualities assist the campus in having low behavioral problems, therefore, resulting in low student referrals.

Challenges:

1. Our Zavala 2019 Closing the Gaps report indicates that the students' growth indicator for math was not met by nine points.
2. In the 2019 Accountability Ratings report we did not earn any distinctions.
3. We need some revisions to our RTI to address the needs of the students with high mobility.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Allocating our resources towards our lower performing students is leaving our mid and high performing students at a plateau rather than increasing their level of performance. In turn, showing a stunt in growth on our TEA Closing the Gaps report. **Root Cause:** After analyzing our small group interventions, pull out groups, and sub-groups we have been able to identify that we have a greater focus on our underachieving students rather than distributing our focus equally amongst our High, Mid, and Low performing students.

Problem Statement 2: Our data on the 2019 Accountability Ratings report shows that we did not earn any distinctions. Despite our high percentage numbers, under the approaches category Zavala has struggled to show the capabilities of reaching numbers that supersede 55% on meets and masters. **Root Cause:** Year after year the primary instructional focus has been geared towards our Tier 3 students in an effort for them to achieve the approaches level in the State Assessment. We need to assure that we continue to challenge and have systems in place that target all Tiers in order for all students' to show growth and reach their full potential.

Problem Statement 3: Campus interventions were not completed this year. **Root Cause:** Due to Covid-19 pandemic, all face to face instruction ended in March 2020.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures:

Zavala Elementary attends a teaching job fair twice a year to select and retain effective new or experienced teachers. All teachers are interviewed by the Zavala Interview committee which is made up by the (principal or assistant principal, leader teachers, and/or grade level teachers) in order to make a decision. Qualified teaching candidates are contacted for a second interview where they are asked to plan and deliver a 5-10 minute math or reading lesson. Once the interview committee agrees on a final decision then a recommendation is made to Human Resources.

Zavala Elementary staff are highly qualified teachers/paraprofessionals. Zavala Elementary provides and seeks development opportunities for areas of growth by modeling for all teachers in the classroom, 90 minute monthly PLC's as needed and continuous professional development provided to help enrich classroom lessons.

Professional Practices:

Weekly PLC's are a nonnegotiable and grade level norms are followed. Grade level teachers meet to plan and implement effective instruction, evaluate data and identify student strengths and weaknesses. All teachers are required to participate in staff developments and collaborate classroom ideas.

- Reading
- Math
- Writing
- Science

Zavala Elementary promotes an effective learning environment for our teachers by planning weekly PLC's that are nonnegotiable. Grade level teachers meet in 90 minute lesson planning to plan effective lessons and aligned with the TEKS and curriculum units.

Teachers have the opportunity to use several screenings and several forms of data such as (BOY-MOY-EOY Data for STAAR, District Benchmarks, Campus Mock Tests and TELPAS, I-station, and DRA-EDL (for lower grades) to drive and differentiate instruction to better meet the students' individual needs.

Zavala staff collaborates and work on reflecting on their own practices by analyzing data and writing specific and measurable goals that can be attained by the end of the year. Zavala Elementary provides multiple enrichment opportunities for all student success such as small group instruction, pull out groups, after-school tutoring, morning I-station, Saturday school and the soccer/tennis program.

Programs and Opportunities for Students

Zavala Elementary uses research-based strategies to implement effective instruction for all student populations and has programs in place to support the whole child. Teachers plan accordingly to meet the student needs and increase student success. (DATA: See Student Academic Achievement). Counselor and FCF also support student needs.

- Bilingual/ Dual Language
- GT/ Destination Imagination
- Special Ed
- Dyslexia
- Speech Therapy

- SEL
- ALF

GT students participate in the Destination Imagination in a regional competition. Through this competition students are able to work on their interpersonal, problem-solving, team building and researching skills. Zavala progressively works in closing the achievement gap by focusing on the post-secondary readiness. By researching and selecting a university across the US or overseas on the type of degree, student life, athletics, resources for students and writing to them about questions or interests that they would like to learn more about.

Zavala incorporates technology in the classroom by using student desktops, class set I-pads in order to access the I-station Reading and Math programs 2 times a week for 30 minutes. Using the I-station data students are grouped into tiers. Students who fall on tier 3 are teacher monitored, pulled into a small group and given a mini lesson on a targeted skill to help them understand and be able to continue with their instruction. Zavala also incorporates the Accelerated Reader and MyOn which allow students to read independently along with a summative assessment on their comprehension skills.

Zavala student teacher ratio average is 15 students, which allows for small group instruction. They have multiple opportunities to share and express their learning in various ways in a safe and risk free environment

The Soccer and Tennis Clubs are an incentive that Zavala provides for students with good grades, attendance, and behavior.

Through our Community Schools program, food pantries are available to all parents in our community (food pantries are provided by El Paso Fighting Hunger).

The school counselor and FCF Social Worker refer students and families to outside agencies as needed (i.e. Project Vida for dental, housing, and medical; El Paso Behavioral; Emergency; Operation Hope, Rescue Mission, Salvation Army, TLC, Project Bravo; Westside Community; General Assistance; Tobin Park United Methodist Church; Kelly Memorial Food Pantry; United Way; Coronado Baptist Church; Child Crisis Center; Army Emergency Relief (AER for Military); Junior Enlisted; Christ Savior Catholic Church). Specialized Services: Domestic, Sexual, and other violence; Greif and loss; substance abuse; Aliviane; Alternatives of Emergence Health Network; Recovery Alliance of El Paso; General Support and Resources.

Procedures

Zavala Elementary facilitates the development of student services and activity programs to fulfill academic, developmental, cultural, and social needs based on student demographics and data, teachers plan to maximize their instruction and target skills.

Zavala PBIS program developed PBIS norms outside and inside the classroom. Teachers follow PBIS expectations to address classroom, hallway, restroom, cafeteria, and physical education rules and consequences. Zavala PBIS committee gathers data to review behavior incidents, identify consistent offenders, and develop strategies to minimize the negative behavior and reduce the probability of a referral. The PBIS committee works together to provide a variety of incentives on a monthly basis for students to participate in student led activities. Non participants in PBIS activities are provided a counseling/reflection session by counselor or FCF Social Worker.

Our FCF Social Worker works closely with all students and families in need, directs them to proper channels for support whether in house (Certified Counselor) or outside.

Zavala's Counselor administers the "Lunch-Bunch" during student's lunchtime where students are pulled into a small group and are able to discuss their academics, social, and emotional needs. Zavala Elementary Counseling program offers monthly Guided lessons for all grade levels to address social and emotional areas such as the following:

- Bullying
- Red Ribbon Week
- Fire Awareness
- Digital Citizenship Lessons
- Self-Esteem

- Kindness

Zavala Elementary's objective is to maintain the well-being and safety of all students and staff members. Monthly fire drills are administered to follow procedures and lock out/in drills are practiced to assure all faculty knows the procedures. Administration trains all faculty in all proper procedures and drills and teachers train all students.

School Processes & Programs Strengths

Strengths:

Zavala Elementary addresses low performing students by having various activities to include small group pull out tutoring, teacher to student tutoring, Saturday school tutoring, Staff/ Faculty-student mentoring, and before school teacher-monitored computer lab.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our technology hardware is outdated. **Root Cause:** In previous years, budget money has been used to provide other needed materials.

Problem Statement 2: Some personnel have a higher need for basic professional development in classroom management and instruction. **Root Cause:** This is the first year of the new "Zavala" after Burleson closed and Burleson teachers joined Zavala. Relationships are being built to create a positive culture.

Problem Statement 3: It has been extra challenging for students to access District mandated programs, such as: WebX, Schoology, IStation, MyOn, Pearson, Stemscoopes, and Microsoft TEAMS, and Science Fusion online for Virtual Learning. **Root Cause:** Our technology hardware is outdated.

Perceptions

Perceptions Summary

Zavala works very closely with parents to make that home/school connection to educate their children through phone calls, emails, Class Dojo, Schoology, and Cisco Webex. Our goal is to make sure parents are aware of the expectations each child has and be able to meet the needs of all students.

Zavala Elementary School
Campus ID: 071902148
Campus Discipline Offense Summary
08-12-2019
Special Program: No filter
DST200-B
Date Range: From
Discipline Offense
Codes Discipline Offense Description Total
Campus
ID Cal Calendar Description
To 05-13-2020
Female
Total
Male
Total
148 1 101 Dup Ref Ent/Researched 1 0 1 Traditional
148 1 41 Fighting/Incit 2 1 2 Traditional
148 1 67 Insubordination 3 0 3 Traditional
148 1 85 Throw Dngr Obj 2 0 2 Traditional
148 1 86 Inapp Phys Cont 6 1 7 Traditional
148 1 92 Disrup Behavior NC 1 1 1 Traditional
Total Students: Total Offenses:
Race Description
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Multi-Race
To Be Determined
Decline to Answer
Hispanic/Latino:
Total Students:
GPA Range
Maximum

Minimum
 Total
 Total Students:
 Male
 Female
 Gender Total
 19 16
 3
 16
 19
 3
 0
 0
 0
 16
 0
 0
 0
 19
 19
 0.0000
 0.0000
 Grade Total
 KG 1
 01 1
 02 8
 03 3
 04 3
 05 3
 Total Students: 19
 May

Perceptions Strengths

Zavala is a proactive school and engages students in guidance lessons on positive character traits. Students are encouraged to be examples for others through monthly "Colt of the Month" rewards, PBIS celebrations, and teacher rewards. In addition, the PBIS program helps deter inappropriate behavior. The PBIS committee members comes together monthly to evaluate program and make adjustments where necessary. We take a proactive approach when it comes to bullying. We provide lessons to curtail bullying with the "Common Sense – Digital Citizenship" program and guidance lessons provided by the counselor. During the month of October, we also provide lessons through presenters during our week long "Red Ribbon" activities that focus on being "Bully & Drug Free". In addition, some Zavala students are provided a mentor through the Zavala Mentoring program. The faculty and staff volunteer to be part of the Mentoring program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student Discipline Referrals increased from previous year. **Root Cause:** School population grew, and students are adjusting to recent change.

Problem Statement 2: Increase in students involved in Discipline Referrals. **Root Cause:** School population grew, and students are adjusting to recent change.

Problem Statement 3: Increase in students participating in PBIS Counseling/Reflection sessions. **Root Cause:** Students adjusting to campus PBIS Expectations.

Priority Problem Statements

Goals

Goal 1: Active Learning:

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: Zavala will ensure that 30% of students will attain at least one year's growth in Math based on STAR REN 360 and other assessments.

Evaluation Data Sources: Due to COVID STAAR 2018-19, 2020 -2021 DRA and EDL, Unit Assessments, Benchmarks, STAR 360, Freckle Reading and Math









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1: Provide tutoring for all students whose 2018-19 STAAR scores are 70% or lower, teacher recommended, STAR 360, DRA/EDL, and Freckle Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase student learning through analyzing and planning for daily instruction and tutoring. (Roster, STAAR results, AR, Freckle Reading and Math, STAR 360 results: BOY, MOY, EOY, EDL, unit assessments)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Grade Level Chairs Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: FICA - 211 ESEA Title I (Campus) - 211.11.6141.148.24.100.148 - \$58, STAAR results; DRA,EDL STAR 360 data, teacher input (Tutoring) This includes fringe's 58,000,350.00, 30.00 - 211 ESEA Title I (Campus) - 211.11.6117.148.24.100 - \$4,000, TRS CARE Distribution - 211 ESEA Title I (Campus) - 211.11.6148.148.24.100.148 - \$30, Teacher Retirement - 211 ESEA Title I (Campus) - 211.11.6146.148.24.100.148 - \$350</p>	10%	30%	50%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement technology programs such as Accelerated Reader, and Target Math/Reading.</p> <p>Strategy's Expected Result/Impact: Increase student learning and opportunities through Researched based programs.</p> <p>Staff Responsible for Monitoring: Administration, Secretary, Active Learning Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Accelerated Reader/Target Math/Reading - 211 ESEA Title I (Campus) - 211.11.6299.148.24.801.148 - \$2,375, - 185 SCE (Campus) - 185.11.6299.148.30.000.148</p>	Formative		Summative	
	Nov	Feb	Apr	June
	35%	60%	75%	100%

Strategy 3 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 3: Provide students with field trips to enhance classroom instruction and provide transition field trips for early childhood students and 5th grade students Strategy's Expected Result/Impact: Increase student learning by providing hands on experiences. Staff Responsible for Monitoring: Secretary; teachers; Administration Funding Sources: Field trip request, grade level TEKS - 199 General Fund - 11.6499		0%	0%	0%	X
Strategy 4 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 4: Upgrade reading materials needed in the library. Upgrade classroom sets to be checked out by teachers for student use. Strategy's Expected Result/Impact: Increase variety of options for independent reading which are relevant to students based on interests. Improve student fluency and comprehension. Staff Responsible for Monitoring: Administration, Secretary, Librarian, teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.148.24.801.148 - \$4,871		30%	45%	65%	100%
Strategy 5 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 5: Kids Excel will be contracted to motivate and develop health, academics, and self-esteem. Strategy's Expected Result/Impact: This will meet, address, and support the needs of the whole child which will positively impact s. learning. Staff Responsible for Monitoring: Administration; 4th grade teachers; Secretary Funding Sources: Contract Professional Services for Students - 199 General Fund - 11.6291		0%	40%	70%	100%
Strategy 6 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 6: Purchase testing materials to support instruction for economically disadvantaged, at-risk, SPED, ELL's, and GT populations. Diagnostic Assessments to support instructional materials. Strategy's Expected Result/Impact: Increase all student groups academic gaps and or increase level of understanding. Staff Responsible for Monitoring: Administration, Secretary Title I Schoolwide Elements: 2.6, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.148.24.801.148 - \$6,028, Testing Materials - 185 SCE (Campus) - 185.116339.148.30.000.148		20%	20%	35%	100%

Strategy 7 Details		Reviews			
<p>Strategy 7: Campus will support the students who have not met standards on STAAR, Continue to monitor student data on Freckle Reading and Math, STAR 360, RTI and IEP, district/unit assessments and campus diagnostic assessments</p> <p>Strategy's Expected Result/Impact: Improve performance on concept specific aligned instruction</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Grade Level Teachers</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative		
	Nov	Feb	Apr	June	
	45%	60%	75%	100%	
<p>Strategy 8 Details</p> <p>Strategy 8: Utilize district funded Active Learning Leader to enhance the academic achievement of at-risk, economically disadvantaged, SPED, ELL's, GT with Campus and District Programs in Reading and Math. Utilize A.L.L to provide staff development and support for teachers.</p> <p>Strategy's Expected Result/Impact: Enhance the Active Learning. Evidence of planning that will support teacher's instruction.</p> <p>Staff Responsible for Monitoring: Administration, Active Learning Leader</p>		<p>Reviews</p> <p>Formative</p> <p>Nov 45%</p>			
<p>Strategy 9 Details</p> <p>Strategy 9: Provide DRD services to identified students</p> <p>Strategy's Expected Result/Impact: This will empower students to have the strategies they need to support their learning, self-monitor, and adjust.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Tutoring - 199 General Fund - 11.6117, fringes - 185 SCE (Campus) - 11.6146</p>		<p>Reviews</p> <p>Formative</p> <p>Nov 45%</p>			
<p>Strategy 10 Details</p> <p>Strategy 10: Purchase technology equipment to support instruction, maintain data, and support technology integration in the classroom. This equipment will allow to modernize each classroom technology setup,</p> <p>Strategy's Expected Result/Impact: Improvement of student class environment will support Balanced Literacy. It will also enhance student participation in regards to active learning.</p> <p>Staff Responsible for Monitoring: Administration, Secretary</p> <p>Funding Sources: Technology Equipment (Carry over monies from previous year) - 185 SCE (Campus) - 185.11.6395.148.30.019.148 - \$27,164, Technology/ moved to 6117 other payroll payments/6399 instructional (6,0000) - 211 ESEA Title I (Campus) - 211.11.6395.148.24.801.148 - \$0, Technology - 185 SCE (Campus) - 185.11.6395.148.30.000.148</p>		<p>Reviews</p> <p>Formative</p> <p>Nov 30%</p>			

Strategy 11 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 11: Purchase instructional supplies and materials to support LEP, Economically Disadvantage, At-Risk, SPED, ELL's, GT students. Provide instructional material necessary in the classroom. Material necessary for teacher workroom/conference area for student planning, testing, library</p> <p>Strategy's Expected Result/Impact: Provide all necessary resources to remove any impediment to student accessibility.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Instructional Supplies (Carry over funds from previous year) Budget transfer 1004261 - 211.ESEA Title I (Campus) - 211.11.6399.148.24.019.148 - \$11,511, Instruction Supplies (Carry over funds from previous - 185.SCE (Campus) - 185.11.6399.148.30.019.148 - \$20,000, Supplies - 185.SCE (Campus) - 185.11.6399.148.30.000.148 - \$2,661.84, Instructional Supplies - 211.ESEA Title I (Campus) - 211.11.6399.148.24.801.148 - \$10,832</p>					
Strategy 12 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 12: Provide substitutes for teachers who will assist with State and Federal testing and other student related trainings.</p> <p>Strategy's Expected Result/Impact: Allow for teachers to provide necessary supports for students during testing and to attend relevant PD to increase student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary</p> <p>Funding Sources: Substitutes - 199.General Fund - 199.11.6112.11.032.148</p>					
Strategy 13 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 13: 14) Purchase classroom reading material to support STAAR in core academic areas.</p> <p>Strategy's Expected Result/Impact: Will support student learning during instruction and during assessments.</p> <p>Staff Responsible for Monitoring: Secretary Principal Teachers</p> <p>Funding Sources: Reading Materials - 211.ESEA Title I (Campus) - 211.11.6329.148.24.801.148</p>					
Strategy 14 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 14: Purchase supplies and materials for the library</p> <p>Strategy's Expected Result/Impact: Create safe and welcoming environment which supports student success.</p> <p>Staff Responsible for Monitoring: Secretary Librarian</p> <p>Funding Sources: Instructional Materials - Library - 211.ESEA Title I (Campus) - 211.12.6399.148.24.801.148</p>					

Strategy 15 Details		Reviews			
Strategy 15: Purchase equipment such as laminating, poster machine, and other necessary for teacher work. Strategy's Expected Result/Impact: Will support teacher instruction and student work. Staff Responsible for Monitoring: Secretary Principal Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 185 SCE (Campus) - 185.11.6396.148.30.019.148		Formative			Summative
		Nov	Feb	Apr	June
 No Progress	 Accomplished				
 Continue/Modify		 Discontinue			

Goal 1: Active Learning:

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.









Performance Objective 2: Zavala will monitor all students in Pre-K-2nd grade to ensure that by the end of the school year at least 30% of students are placed On or Above Benchmark on STAR 360, and Circle Progress Monitoring; and ensure grade-level proficiency on Early Childhood Assessment Checklists.

Evaluation Data Sources: Circle Progress Monitoring, Checklists, DRA/EDL, STAR 360

	Strategy 1 Details				Reviews			
					Formative		Summative	
					Nov	Feb	Apr	June
<p>Strategy 1: Provide substitutes for teachers to attend staff development that addresses student's needs and/or participate in PLC meetings, and Active Learning Framework training/planning that address curriculum, data analysis and looking at student work.</p> <p>Strategy's Expected Result/Impact: Improve student learning by supporting teachers with opportunities to meet, collaborate, plan, and attend relevant PD.</p> <p>Staff Responsible for Monitoring: Administration ALL</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Substitutes - 185 SCE (Campus) - 11.6112.148.30.362.148</p>	0%	40%	65%	100%				
	Strategy 2 Details				Reviews			
					Formative		Summative	
					Nov	Feb	Apr	June
<p>Strategy 2: Provide substitutes for PK teacher to attend staff development that addresses student's needs and/or participate in PLC meetings that address curriculum, data analysis and looking at student work.</p> <p>Strategy's Expected Result/Impact: Improve student learning by supporting teacher with opportunities to meet, collaborate, plan, and attend relevant PD.</p> <p>Staff Responsible for Monitoring: Administration Comprehensive Support Strategy</p> <p>Funding Sources: Substitutes - 185 SCE (Campus) - 11.6112.148.34.362.148</p>	0%	0%	0%	X				
	Strategy 3 Details				Reviews			
					Formative		Summative	
					Nov	Feb	Apr	June
<p>Strategy 3: Pay registration fees for in-town staff development for teachers, administrators, and counselor.</p> <p>Strategy's Expected Result/Impact: Becoming models of life long learning and becoming knowledgeable of research based strategies and trends.</p>								

Staff Responsible for Monitoring: Principal
Secretary

Funding Sources: Misc. Operating Costs - 185 SCE (Campus) - 185.13.6499.148.30.000.148

	0%	20%	100%	100%
				
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue




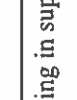



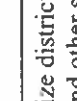
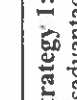

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Zavala will implement strategies to promote a safe and drug free school, eliminate bullying, and maintain or increase student attendance. Zavala will maintain F2F/virtual student discipline referrals at or below 10 referrals during the 2020-21 school year.

Evaluation Data Sources: discipline referrals, guidance lessons and Counselor lunch bunch, Alpha Report

Summative Evaluation: Met Objective

	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
Strategy 1 Details				
Strategy 1: Utilize district-funded counselor to provide guidance and counseling in support of at-risk, economically disadvantaged, and other students in need. Strategy's Expected Result/Impact: Supporting and meeting the social and emotional needs of all students. Staff Responsible for Monitoring: Counselor				
Strategy 2 Details				
Strategy 2: Continue with Red Ribbon week activities to promote a safe and drug free school while maintaining a healthy lifestyle. Strategy's Expected Result/Impact: Reinforce positive attitudes of all students as well as making healthy and correct choices. Staff Responsible for Monitoring: Counselor				
Strategy 3 Details				
Strategy 3: Provide training on Campus Discipline Plan, PBIS, Crisis Management Plan, Safety and Program Access Review. As a PBIS campus, ensure the PBIS committee meets once a month to ensure all expectations are being implemented effectively and met. Strategy's Expected Result/Impact: Supporting positive behaviors, implementation of incentives, being proactive to avoid discipline issues. Staff Responsible for Monitoring: Counselor, PBIS TEAM Administration				
Strategy 4 Details				
Strategy 4: Purchase supplies necessary to operate counseling activities Strategy's Expected Result/Impact: Ensure positive support systems are in place for students. Staff Responsible for Monitoring: Counselor, Secretary Funding Sources: Supplies-Counselor - 199 General Fund - 31.6399				

Strategy 5 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 5: Throughout the year, Counselor will implement conflict resolution skills, college awareness, anti-bullying activities, strong fathers, family and community engagement through tea with the counselor meetings, self-esteem activities, fire prevention week and provide resources to homeless, COLT of the month, and implement CORE Essentials</p> <p>Strategy's Expected Result/Impact: Build strong community relations, build and support strong family school relations, increase family and engagement.</p> <p>Staff Responsible for Monitoring: Counselor</p>					
Strategy 6 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 6: Provide incentive motivated program to promote school attendance</p> <p>Strategy's Expected Result/Impact: Zavala will become a place where all our students look forward to coming every day.</p> <p>Staff Responsible for Monitoring: Administration, PEIMS Clerk</p>					
Strategy 7 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 7: 7) Provide opportunities for students to participate in fine arts activities, lessons, contests.</p> <p>Strategy's Expected Result/Impact: Incorporation of fine arts with core subjects to impact student learning. Participation of students in relevant, meaningful, and interest based art activities which will support student learning.</p> <p>Staff Responsible for Monitoring: Art Teacher Administration</p>					
Strategy 8 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 8: Operation School Bell will provide school supplies and uniforms for some Zavala students.</p> <p>Limited vouchers were provided to Zavala students for uniforms by the McKinney Vento.</p> <p>Strategy's Expected Result/Impact: Provide necessary support for students and families.</p> <p>Staff Responsible for Monitoring: Counselor, Secretary</p>					
Strategy 9 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
<p>Strategy 9: Continue with Career Day for students to explore possible career opportunities</p> <p>Strategy's Expected Result/Impact: Set high expectations for all students.</p> <p>Staff Responsible for Monitoring: Counselor</p>					





Strategy 10 Details		Reviews			
Strategy 10: College awareness activities. Strategy's Expected Result/Impact: Promote college awareness activities to learn about different colleges, universities, and higher education. Staff Responsible for Monitoring: Counselor		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 11 Details		Reviews			
Strategy 11: Purchase supplies for nurse to promote a safe & healthy environment Strategy's Expected Result/Impact: Ensure everyday health and safety needs of students. Staff Responsible for Monitoring: School nurse Secretary Funding Sources: Supplies-Nurse - 199 General Fund - 33.6399		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 12 Details		Reviews			
Strategy 12: Purchase awards to recognize student achievement Strategy's Expected Result/Impact: Provide incentives for students. Staff Responsible for Monitoring: Principal Assistant Principal, Secretary Funding Sources: Misc. Operating Costs - 199 General Fund - 11.6499		Formative		Summative	
		Nov	Feb	Apr	June
No Progress Accomplished		Continue/Modify		Discontinue	

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Zavala will implement the Active Learning Framework and utilize the integration of technology by becoming a 100% certified campus in GT and Digital Citizenship.

Evaluation Data Sources: Digital Citizenship skills and lessons. Teacher Digital Citizenship Certification Report.

Strategy 1 Details		Reviews			
Strategy 1: Purchase and upgrade technology in the classrooms. Funding Sources: Technology Equipment - 185 SCE (Campus) - 11.6395.148.30.000.148		Formative			Summative
		Nov	Feb	Apr	June
 No Progress	 Accomplished	 Continue/Modify		 Discontinue	
		30%	85%	100%	100%

Goal 3: Lead with Character and Ethics:

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Zavala will comply with state and federal guidelines during 100% of school operations.

Evaluation Data Sources: Zavala has complied with state and federal guidelines.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1: Ensure accuracy of all PEIMS coding Strategy's Expected Result/Impact: Accuracy of student records and state fund allocation. Staff Responsible for Monitoring: Administration, PEIMS</p>				
Strategy 2 Details	Reviews			
<p>Strategy 2: Comply with Title 1, 1% or Title 1 parental expenditure, Title 2, and SCE expenditures Strategy's Expected Result/Impact: Ensure proper use and compliance of allocated funds/account usage. Staff Responsible for Monitoring: Administration, Secretary</p>	Formative		Summative	
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained on CPS reporting, Sexual Harassment, Emergency Operation Plan, College Awareness, Attendance, Discipline, Anti-Bullying, Blood Pathogens, T-TESS, Child Abuse and Sexual Abuse Prevention, Ethics and Fraud Awareness, Copy-Right, TEA Corrective Action-SPED and implement Texas Behavior Support Initiative (TBSI), Strategy's Expected Result/Impact: Proper training of teachers and staff to ensure safety and emotional support of all students. Staff Responsible for Monitoring: Administration Counselor Special Ed Teacher,</p>	Formative		Summative	
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 4: Positive Behavior Initiative Support (PBIS) Strategy's Expected Result/Impact: Proper implementation of district initiatives to support positive student behavior at all times. Staff Responsible for Monitoring: Assistant Principal Comprehensive Support Strategy					
Strategy 5 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 5: Pay for rentals/lease of copiers and risograph in the teacher workroom and administrative area Strategy's Expected Result/Impact: Supporting teacher and classroom needs by providing resources and lesson accessibility to students. Staff Responsible for Monitoring: Principal, Secretary Funding Sources: Rentals - 199 General Fund - 11.6269					
Strategy 6 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 6: Purchase general supplies necessary to operate the administrative office Strategy's Expected Result/Impact: Ensure administrative everyday school business runs smoothly, to include all communication between school and home/community. Staff Responsible for Monitoring: Secretary Funding Sources: Supplies-Admin Office - 199 General Fund - 23.6399					
Strategy 7 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 7: In-city travel for campus administrators and office staff Staff Responsible for Monitoring: Principal Funding Sources: Travel - 199 General Fund - 23.6411					
Strategy 8 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 8: Will retain a highly qualified Social Worker in order to address Social Emotional Learning (SEL) for all students. Strategy's Expected Result/Impact: FCF will support with Social Emotional Learning for all students.					

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture

Funding Sources: FCF Intervention Specialist - 185.32.6119.148.30.000.148 - \$32,049.96



	No Progress		Accomplished		Continue/Modify		Discontinue
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Goal 4: Community Partnerships









El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Zavala will recruit, hire and retain highly qualified teachers, tutors, and staff that successfully engage all students for success.

Evaluation Data Sources: Zavala continues to maintain high qualified teachers, tutors and staff.

Summative Evaluation: Met Objective

	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1 Details</p> <p>Strategy 1: Retain full-time Bilingual Intervention Teacher and two Campus Teaching Coaches to provide K-5 teachers with research based strategies to effectively implement district standards based curriculum and support teachers through the coach model.</p> <p>Strategy's Expected Result/Impact: Support teachers and students learning to close gaps and achieve expectations.</p> <p>Staff Responsible for Monitoring: Principal Bilingual Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6</p> <p>Funding Sources: Salary - Function 11 - 185 SCE (Campus) - 185.11.6119.148.30.000.148 - \$30,688.20, Salary- Function 11 - 211 ESEA Title I (Campus) - 211.11.6119.148.24.801.148 - \$107,694, Salary - Function 13 - 211 ESEA Title I (Campus) - 211.13.6119.148.24.801.148, Fringes - Function 13 - 211 ESEA Title I (Campus) - 211.13.614X.148.24.801.148</p>	100%	100%	100%	100%
<p>Strategy 2 Details</p> <p>Strategy 2: Hire part-time tutors to assist kindergarten and 1st grade classes in the Action Based Learning Lab.</p> <p>Strategy's Expected Result/Impact: Implement research based programs for lower grades.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Tutors - Non certified - 185 SCE (Campus) - 11.6126., Fringes - Tutors (Non certified) - 185 SCE (Campus) - 11.6141.</p>	0%	0%	0%	X
<p>Strategy 3 Details</p> <p>Strategy 3: Utilize district funded LPAC Clerk to support the Language Proficiency Assessment Committee and monitor student placement of Limited English Proficient students.</p> <p>Strategy's Expected Result/Impact: Ensure state deadlines are met for ELL students, ensure proper placement and student accommodations are in place.</p> <p>Staff Responsible for Monitoring: Assistant Principal, LPAC Committee, LPAC Clerk</p>	70%	80%	90%	100%

Strategy 4 Details		Reviews			
Strategy 4: Attcnd Job Fair to recruit highly qualified teachers. Staff Responsible for Monitoring: Principal Funding Sources: - 185 SCE (Campus)		Formative			Summative
		Nov	Feb	Apr	June
 No Progress	 Accomplished	 Continue/Modify		 Discontinue	
					

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra-curricular activities.

Evaluation Data Sources: Parental Engagement (PEL) has helped to build parental involvement and community through nutrition, English and Spanish classes along with assisting parents with technology and Math classes. A Fall Festival was held promoting a bond with the community.

Strategy 1 Details		Reviews		
		Formative	Apr	Summative
		Nov	Feb	June
<p>Strategy 1: Utilize a district-funded Parent Involvement Assistant to coordinate and support the school's efforts to implement Title I parent involvement requirements.</p> <p>Strategy's Expected Result/Impact: Matrix, support for parents to be able to help their children.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>		15%	40%	65%
				↑
Strategy 2 Details		Reviews		
		Formative	Apr	Summative
		Nov	Feb	June
<p>Strategy 2: conduct parent meetings to inform, assist, and train them (to include Title I Part A components, Parent - Student compact and student handbooks)</p> <p>Strategy's Expected Result/Impact: sign in sheets, empower parents</p> <p>Staff Responsible for Monitoring: Administration, PIA</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>		25%	40%	60%
				100%
Strategy 3 Details		Reviews		
		Formative	Apr	Summative
		Nov	Feb	June
<p>Strategy 3: Increase parental involvement through parent academic night, technology classes, student performances, and professional speakers.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, support and inform parents.</p> <p>Staff Responsible for Monitoring: Administration PIA</p> <p>Title I Schoolwide Elements: 3.2, 3.2</p> <p>Funding Sources: - 211 ESEA Title I (Campus) - 211.61.6399.148. - \$250</p>		50%	60%	80%
				100%

Strategy 4 Details		Reviews			
		Formative			Summative
		Nov	Feb	Apr	June
<p>Strategy 4: Purchase instructional supplies to include reading materials, and refreshments for parental activities. Strategy's Expected Result/Impact: Support parental involvement Staff Responsible for Monitoring: Secretary, PIA Funding Sources: Misc. Operating Costs-Parental - 211 ESEA Title I (Campus) - 211.61.6499.148.24.801.148 - \$750, Supplies-Parental - 211 ESEA Title I (Campus) - 211.61.6399.148.24.801.148, - 211 ESEA Title I (Campus) - 211.61.6329.148.24.801.148</p>		0%	0%	0%	X
<p>0% 100% </p>		Continue/Modify			Discontinue
<p>No Progress Accomplished</p>					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Campus will support the students who have not met standards on STAAR, Continue to monitor student data on Freckle Reading and Math, STAR 360, RTI and IEP, district/unit assessments and campus diagnostic assessments
1	2	1	Provide substitutes for teachers to attend staff development that addresses student's needs and/or participate in PLC meetings, and Active Learning Framework training/planning that address curriculum, data analysis and looking at student work.
1	2	2	Provide substitutes for PK teacher to attend staff development that addresses student's needs and/or participate in PLC meetings that address curriculum, data analysis and looking at student work.
3	1	4	Positive Behavior Initiative Support (PBIS)

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Campus will support the students who have not met standards on STAAR, Continue to monitor student data on Freckle Reading and Math, STAR 360, RTI and IEP, district/unit assessments and campus diagnostic assessments

State Compensatory

Personnel for Zavala Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Elena Tovar	FCF Intervention Specialist	SCE	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

i. Zavala will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

2.5: Increased learning time and well-rounded education

Zavala will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

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

Zavala will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anabel Gonzalez	Campus Teaching Coach	Title I	1.0
Gabriela Hernandez Nunez	Campus Teaching Coach	Title I	1.0
Marissa Garcia	Elem Bilingual Teacher	Title I	1.0

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		185.11..6299.148.30.000.148	\$0.00
1	1	6	Testing Materials	185.116339.148.30.000.148	\$0.00
1	1	9	fringes	11.6146	\$0.00
1	1	10	Technology Equipment (Carry over monies from previous year)	185.11.6395.148.30.019.148	\$27,164.00
1	1	10	Technology	185.11.6395.148.30.000.148	\$0.00
1	1	11	Instruction Supplies (Carry over funds from previous	185.11.6399.148.30.019.148	\$20,000.00
1	1	11	Supplies	185.11.6399.148.30.000.148	\$2,661.84
1	1	15		185.11.6396.148.30.019.148	\$0.00
1	2	1	Substitutes	11.6112.148.30.362.148	\$0.00
1	2	2	Substitutes	11.6112.148.34.362.148	\$0.00
1	2	3	Misc. Operating Costs	185.13.6499.148.30.000.148	\$0.00
2	2	1	Technology Equipment	11.6395.148.30.000.148	\$0.00
3	1	8	FCF Intervention Specialist	185.32.6119.148.30.000.148	\$32,049.96
4	1	1	Salary - Function 11	185.11.6119.148.30.000.148	\$30,688.20
4	1	2	Tutors - Non certified	11.6126.	\$0.00
4	1	2	Fringes - Tutors (Non certified)	11.6141.	\$0.00
4	1	4			\$0.00
				Sub-Total	\$112,564.00
				Budgeted Fund Source Amount	\$112,564.00
				+/- Difference	\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FICA	211.11.6141.148.24.100.148	\$58.00
1	1	1	STAAR results; DRA,EDL STAR 360 data, teacher input (Tutoring) This includes fringe's 58.00,350.00, 30.00	211.11.6117.148.24.100	\$4,000.00
1	1	1	TRS CARE Distribution	211.11..6148.148.24.100.148	\$30.00
1	1	1	Teacher Retirement	211.11.6146.148.24.100.148	\$350.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Accelerated Reader/Target Math/Reading	211.11.6299.148.24.801.148	\$2,375.00
1	1	4	Reading Materials	211.12.6329.148.24.801.148	\$4,871.00
1	1	6	Testing Materials	211.11.6339.148.24.801.148	\$6,028.00
1	1	10	Technology/ moved to 6117 other payroll payments/6399 instructional (6,0000)	211.11.6395.148.24.801.148	\$0.00
1	1	11	Instructional Supplies (Carry over funds from previous year) Budget transfer 1004261	211.11.6399.148.24.019.148	\$11,511.00
1	1	11	Instructional Supplies	211.11.6399.148.24.801.148	\$10,832.00
1	1	13	Reading Materials	211.11.6329.148.24.801.148	\$0.00
1	1	14	Instructional Materials - Library	211.12.6399.148.24.801.148	\$0.00
4	1	1	Salary- Function 11	211.11.6119.148.24.801.148	\$107,694.00
4	1	1	Salary - Function 13	211.13.6119.148.24.801.148	\$0.00
4	1	1	Fringes - Function 13	211.13.614X.148.24.801.148	\$0.00
4	2	3		211.61.6399.148.	\$250.00
4	2	4	Misc. Operating Costs-Parental	211.61.6499.148.24.801.148	\$750.00
4	2	4	Supplies-Parental	211.61.6399.148.24.801.148	\$0.00
4	2	4		211.61.6329.148.24.801.148	\$0.00
				Sub-Total	\$148,749.00
				Budgeted Fund Source Amount	\$148,749.00
				+/- Difference	\$0.00
				Grand Total	\$261,313.00

Addendums