

Goose Creek Consolidated Independent School District

Lorenzo De Zavala Elementary

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

Every Dolphin, Every Day!

Vision

De Zavala Elementary provides a safe, positive learning environment where all students learn at high levels and reach their maximum academic, social, and emotional potential.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is 70% of 3rd-5th grade students will meet or exceed their projected growth in reading MAPS, resulting in combined reading STAAR scores for 3rd-5th to meet or exceed 75% approaches, 35% meets, and 15% masters.

If we utilize backwards design in PLC, targeted coaching cycles, and differentiate student interventions, 70% of students will meet their projected growth in MAPS and our combined reading STAAR scores for 3rd-5th grade will be 75%, 35%, 15% (approaches, meet, masters).

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: Intentional planning with backwards design: Planning PLC will occur once a week with a focus on modeling instruction, upholding the rigor of the TEKS, and alignment to CUAs and released STAAR questions. Data PLC will occur within two days of any district CUA to analyze the data promptly and make instructional moves. Each content area will have one three hour extended planning day per nine weeks.</p> <p>Strategy's Expected Result/Impact: Administrator over Reading will be present in 3rd-5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: Differentiated coaching: Using our focused professional development plan data, teachers will receive targeted feedback, coaching, and professional development based on their individual needs. Administrators will utilize the Go, Grow, Glow model to enhance coaching cycles with real-time modeling.</p> <p>Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is 70% of 3rd-5th grade students will meet or exceed their projected growth in Math MAPS, resulting in combined Math STAAR scores for 3rd-5th to meet or exceed 70% approaches, 30% meets, and 10% masters.

If we utilize backwards design in PLC, targeted coaching cycles, and differentiate student interventions, 70% of students will meet their projected growth in MAPS and our combined math STAAR scores for 3rd-5th grade will be 70%, 30%, 10% (approaches, meet, masters).

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: Intentional planning with backwards design: Planning PLC will occur once a week with a focus on modeling instruction, upholding the rigor of the TEKS, and alignment to CUAs and released STAAR questions. Data PLC will occur within two days of any district CUA to analyze the data promptly and make instructional moves. Each content area will have one three hour extended planning day per nine weeks.</p> <p>Strategy's Expected Result/Impact: Administrator over Math will be present in 3rd-5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: Differentiated coaching: Using our focused professional development plan data, teachers will receive targeted feedback, coaching, and professional development based on their individual needs. Administrators will utilize the Go, Grow, Glow model to enhance coaching cycles with real-time modeling.</p> <p>Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is 70% of 4th and 5th grade students will meet or exceed their projected growth in Science MAPS, resulting in Science STAAR scores for 5th to meet or exceed 60% approaches, 30% meets, and 10% masters.

If we utilize backwards design in PLC, targeted coaching cycles, and differentiate student interventions, 70% of students will meet their projected growth in MAPS and our Science STAAR scores for 5th grade will meet or exceed 60%, 30%, 10% (approaches, meet, masters).

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: Intentional planning with backwards design: Planning PLC will occur once a week with a focus on modeling instruction, upholding the rigor of the TEKS, and alignment to CUAs and released STAAR questions. Data PLC will occur within two days of any district CUA to analyze the data promptly and make instructional moves. Each content area will have one three hour extended planning day per nine weeks.</p> <p>Strategy's Expected Result/Impact: Administrator over Science will be present in 4th and 5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: Differentiated coaching: Using our focused professional development plan data, teachers will receive targeted feedback, coaching, and professional development based on their individual needs. Administrators will utilize the Go, Grow, Glow model to enhance coaching cycles with real-time modeling.</p> <p>Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Lorenzo De Zavala will establish and maintain communication between home, school and community that will foster active parent, family, and community involvement in order to establish a strong connection between the school and home.

Evaluation Data Sources: Parent Surveys, Parent Event Report, Volunteer Report, Tuesday folders, Parent Monthly Newsletter, Website updates, Social Media Posts

Strategy 1 Details
<p>Strategy 1: Facilitate communication between school and home through home visits, monthly calendars, Parent Square, phone calls, parent conferences and volunteers program.</p> <p>Strategy's Expected Result/Impact: Teacher contact logs/contact journal entries increase from previous year by 10% from previous year. Participation at events increase by 10% from previous year (sign in sheets) Parent/Teacher Face to Face Conference (each student) time 2 a year is met or exceeded.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: PBIS Data, student and staff survey data, award ceremony data

Strategy 1 Details
<p>Strategy 1: Provide college/career planning and increase access to activities involving continued long term educational experiences. There will be a weekly College Shirt Day (Monday) to promote our spirit and attempt to instill in students a desire to continue their education.</p> <p>Strategy's Expected Result/Impact: Students have increased opportunities to be exposed to College names and vocabulary associated with post secondary Counselor focus plans during College week Increased student presence on Xello reports- Once biweekly</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>
Strategy 2 Details
<p>Strategy 2: Provide PE activities which promote wellness and physical activity with the students, as well as family involvement and knowledge of healthy lifestyle choices.</p> <p>Strategy's Expected Result/Impact: 80% of 3rd-5th grade students will improve their Fitness Gram testing results when comparing BOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PE Teachers</p>
Strategy 3 Details
<p>Strategy 3: Incorporate sun safety lessons into health/wellness education over the course of the school year.</p> <p>Strategy's Expected Result/Impact: 100% of students will receive required sun safety lessons as documented in the End of Year CSAHC Survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PE Teachers</p>
Strategy 4 Details
<p>Strategy 4: Implement the Character Strong Program supported by our House System, classroom guidance lessons, positive behavior supports, and monthly House Rallies.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of student crisis events as compared to the previous school year and increased positive results on our student and staff culture and climate survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>

Strategy 5 Details

Strategy 5: Promote positive behavior with SWIM expectations, Dolphin Dollars, weekly Dolphin Store, and character awards at monthly House Rallies. The PBIS team will meet monthly to monitor behavior data and SWIM implementation.

Strategy's Expected Result/Impact: A decrease in the number of student crisis events as compared to the previous school year and increased positive results on our student and staff culture and climate survey.

Staff Responsible for Monitoring: Campus Administrators

Counselor

All Staff

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Staff HQ Reports, Staff Retention Report

Strategy 1 Details
<p>Strategy 1: Continue to recruit highly effective staff to ensure all students are educated using research based or data proven strategies.</p> <p>Strategy's Expected Result/Impact: Data reflects continuous growth for students measured by artifacts, quick checks, CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: All teachers participate in Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all teachers become more successful. We will utilize PLCs weekly during teacher conference periods to discuss their students and determine best practices for them.</p> <p>Strategy's Expected Result/Impact: All students will meet or exceed their targeted growth in NWEA Maps.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 3 Details
<p>Strategy 3: Teaching and Learning Coaches and administrators will engage all teachers in coaching cycles and Go, Grow, Glow for staff development.</p> <p>Strategy's Expected Result/Impact: All teachers will make progress on the TTESS rubric according to informal and formal walkthroughs, and observations.</p> <p>Staff Responsible for Monitoring: TLCs, Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: Provide opportunities for staff develop that will enhance the effective use of technology in the classroom. Utilize campus and district specialists to model lesson and provide instructional resources to teachers. Teachers will be encouraged to attend district sponsored staff development on technology.</p> <p>Strategy's Expected Result/Impact: Increased use of appropriate technology on campus and higher student engagement and creation during walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal
Strategy 2 Details
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental materials to support student academic improvement - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.

Strategy's Expected Result/Impact: An improvement in student performance
Intervention plans developed and implemented with fidelity
Progress Monitoring completed to determine student growth

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000

Strategy 5 Details

Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements
All students will make at least one year's growth

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 6 Details

Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements
Documentation of activities aligned to Well Rounded Education

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 7 Details

Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements
10% increase in student academic success

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 8 Details

Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.

Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness

10% increase in student achievement scores

Close achievement gaps

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$100,000

Strategy 9 Details

Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.

Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements

Improved academic, attendance, and/or behavior outcomes

Increase in Student Achievement by 10% overall

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 10 Details

Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hard-copy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

Increase in positive parent participation evidenced by an increase of monthly volunteers/mentors on volunteer sign in sheets

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 11 Details

Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements

Provided sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

Family Night Session- Anecdotal feedback from parents added to agenda

Sign-In Sheets demonstrating increased parent participation amounts

Post survey sent for additional feedback

Increase in volunteering evidenced by monthly sign-in log

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Materials/supplies for parent academic activities. - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500

Strategy 12 Details

Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements

CNA Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

All students will make at least one year's growth in Reading and Math

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements

Documentation results indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes submitted.

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 14 Details

Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements
Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 15 Details

Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".

Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements
Documentation indicated in the CIP
Documentation with meeting agendas, sign-in sheets, and minutes
Adjust schoolwide plan as determined by the review

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 16 Details

Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.

Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes
Program Evaluation Documentation indicated in the CIP

Staff Responsible for Monitoring: Principal
District Program Director

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$100,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Costs of Student Success Specialist	Title I Part A Funds	\$70,000.00
5	2	11	Materials/supplies for parent academic activities.	Title I Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$194,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental materials to support student academic improvement	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$81,600.00