

Comal Independent School District
Clear Spring Elementary
2011-2012 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Spring Elementary School sits in the middle of a semi-rural subdivision that is approximately four years old. New construction is on-going. Students from the subdivision and the surrounding area attend CSES. Our demographic make-up is similar to that of several Title I schools in Comal ISD. In October, 2011 CSES had an enrollment of 525 students. 50.3% (265) of those students receive free or reduced breakfast and lunch (low SES) and 53% (282) of our students are Hispanic. Approximately 5% of the students comprise "other" and African American. CSES is one of three Dual Language and bilingual campuses in CISD.

Demographics Strengths

CSES has several cultures and ethnic groups represented

Great majority of the low SES and Hispanic students do well on TAKS and benchmarks

High level of respect for and among cultures/ethnic groups

Dual Language program emphasizes cultural awareness and bi-culturalism

Demographics Needs

Many of our low SES parents do not attend school events

Family safety net for low SES and Hispanic students

Training in parenting skills

Family counseling services

Student Achievement

Student Achievement Summary

Clear Spring Elementary is a 2010-11 TEA Recognized school. Scores on the TAKS test show that achievement in math, reading and writing was 90% or above. CSES writing percentage scores were the highest in CISD.

	Met Standard	Hispanic	Low SES	Commended (all)
Reading	95%	95%	94%	42%
Math	96%	95%	94%	45%
Writing	99%	97%	97%	47%
Science	88%	82%	81%	52%

CSES received four 2011 Gold Performance Acknowledgements: Commended Performance in Writing, Math and Science and Comparable Improvement in Reading.

Student Achievement Strengths

High expectations for student learning

Excellent student performance

Positive, nurturing and safe school climate

Qualified, competent faculty and staff

Positive, supportive parent volunteer program

Beautiful, safe and clean learning environment

Strong fourth grade writing program

Student Achievement Needs

Achieve STAAR scores in all content areas among all student groups of 90%

Improve differentiation strategies in all content areas

Increase writing across the curriculum

Increase level of rigor of instruction focusing on depth and complexity of learning in all areas, with particular emphasis in science

School Culture and Climate

School Culture and Climate Summary

Referrals for rule infractions are minimal - less than 5% of the students are referred to the office for further intervention; less than 2% are repeat offenders. There are no incidents of severe violence, weapons brought to school, drugs, alcohol, etc. There are only one to two physical altercations between students per year. One student was admitted to CDC for behavior in violation of the Code of Conduct in 2011-12. The 8 Keys of Excellence are taught, reviewed and modeled daily by students from PK to 5th grades. Students take great ownership of the 8 Keys in that they are involved in making the videos and are able to show and model the kinesthetic signs for each key. Students feel that there are high expectations for behavior, schoolwide. Parents report that CSES is a safe facility with entrance through only one door allowed during the school day. They like the RaptorWear system and the volunteer background checks that must be completed. They report feeling that their children are in a safe instructional environment.

School Culture and Climate Strengths

Teachers have high expectations for positive behavior and take ownership for implementation of student management process

Successful implementation of the 8 Keys of Excellence

Discipline referral rate of less than 5%

No severe discipline infractions occurred in 2010-11

The building is safe during the school day - nobody can enter without a background check.

100% of teachers belong to the PTA

Kids Helping Kids Program. 5th grade students mentor in kinder through 3rd grade classrooms.

Number of volunteers on campus daily is growing.

Watch Dog Dads Program

School Culture and Climate Needs

Decrease incidents of bullying even though they are minor

Encourage students to continue to take ownership for their negative behaviors

CSES doesn't provide enough clubs/activities for students outside of the curriculum

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Informal parent survey indicates that faculty and staff are pleased with the positive working environment at Clear Spring Elementary. Retention rate is high. 90% of the teachers have worked with the present principal for five years or more. The majority of parents are pleased with the quality of teachers at CSES.

Staff Quality, Recruitment, and Retention Strengths

Little to no teacher turnover

All teachers are highly qualified

All paras are highly qualified

All teachers are G.T. certified

90% of teachers are ESL certified

Teacher attendance is high

Staff Quality, Recruitment, and Retention Needs

Continue to provide leadership opportunities for teachers

Increase rigor of professional development to target new STAAR Test

Follow through on professional development and how it translates into classroom practice

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers will implement the curriculum using the District Scope and Sequence for each subject area. Campus and district benchmarks and released TAKS tests will be used to assess specific student needs based on the TEKS. CSES has a math and reading specialist funded by Title I who will intervene with students based on academic needs. The Response to Intervention process at CSES will be used to determine students who are in need of additional academic intervention. Teachers will ensure that students receive instruction in different modalities/learning styles to ensure that academic goals are met. Specific emphasis on the writing process, Singapore Math, vertical alignment in each content area, and instructional technology will also ensure that students achieve at high academic levels.

Curriculum, Instruction, and Assessment Strengths

District Scope and Sequence is aligned with TEKS

High quality district and campus benchmarks are used to determine student achievement

Title I Program targets students in need of intervention

Walkthrough observations indicate fidelity in curriculum implementation

Instructional technology is implemented on a daily basis in several classrooms

Curriculum, Instruction, and Assessment Needs

Continue to revise and implement RTI procedures and identification of those students in need of intervention

Low SES 5th grade students need to score at the 90% level or higher in science

Continue to vertically align the curriculum in math, reading/LA and science at the campus level

Increase methods of differentiation to reach all students of all ability levels

Increase implementation of instructional technology on a daily basis (50% of teachers using it daily)

Comprehensive Needs Assessment Data Documentation

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





- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Campus faculty meeting discussions
- Prior year(s) campus and/or district improvement plans
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Texas STaR Chart
- Running Records results
- Campus committee meeting discussions











Goals

Goal 1: Clear Spring Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.












Performance Objective 1: Improve student achievement at all levels and focus on higher level learning skills, specifically: by spring 2012, at least 90% of all students, including all accountability subgroups and all special population groups, will meet or exceed mastery expectations in all areas of the STAAR test; at least 90% of all K-2nd grade students reading on grade level on TPRI/DRA; at least 90% passing rate for grades 1-5 on district formative tests in math and science.

Summative Evaluation: By spring 2012, at least 90% of all students, including all accountability subgroups and all special population groups, will meet or exceed mastery expectations in all areas of the STAAR test; at least 90% of all K-2nd grade students reading on grade level on TPRI/DRA; at least 90% passing rate for grades 1-5 on district formative tests in math and science.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) CSES, as a school-wide Title I campus will work towards 95% participation on all AYP academic and performance goals.	8, 9	Principal, Instructional Coaches	District and campus benchmarks of all students including special populations and classroom and individual assessment for all students.				
2) Identify students in need of extra help in content areas and provide additional instruction to accelerate to the appropriate level.	3, 4, 8, 9, 10	Principal, Instructional Coaches	CISD formative test scores, campus benchmark tests, DRA scores, TPRI, Tejas Lee, STAAR, teacher lesson plans and walkthrough observations.				
Funding Sources: Title I - \$123963.00							
3) Continue vertical alignment meetings between grade levels in general education and bilingual education in reading, math, science and writing.	4	Principal, Instructional Coaches	Increase in benchmark scores, district CBAs, DRA scores, TPRI and Tejas Lee and STAAR.				
4) Serve students most at-risk for reading and math through Title I School-wide program.	3, 9	Principal, Instructional Coaches	TPRI student observation survey, DRA, Scholastic Read-About, Read 180, benchmark, CBA data and STAAR.				
Funding Sources: Title I - \$123963.00							

5) All teachers serving at-risk students are fully certified.	5	Principal	Teacher certification				
6) Continue campus-based staff development in the areas of differentiation, science-math integration, writing, balanced literacy and Singapore Math.	4	Principal	Attendance at meetings, walkthroughs, PDAS observations, scores on district CBAs, campus benchmarks and STAAR.				
7) Monitor services and student performance for migrant students.	3, 10	Counselor	Student performance on CISD benchmark tests and STAAR.				
8) Implement researched based intensive intervention that maximizes direct assistance for all students.	3, 9	Principal, Classroom Teachers, Instructional Coaches	Record of individual assessment, and individual student improvement, RtI/G.I.S.T.				
9) Improve writing instruction by focusing on writing skills, K-5	3, 4	Principal, Instructional Coaches, Classroom Teachers	Benchmark writing scores, STAAR				
10) Provide professional development on all strands of phonology and appropriate strategies for dyslexic/sped and at-risk students	4, 9	Instructional Coaches, Dyslexia Teacher	Record of attendance, student performance data				
11) Continue implementation of Smart Goals, cumulative data sheets and DRA charts to improve accountability	8, 9	Principal	Learning Logs, data sheets, Aware, DRA charts K-2				
12) Provide instruction for students identified with dyslexia	3, 9	Dyslexia Teacher	Student performance data, RtI process				
13) Promote critical thinking and problem solving through the integration of technology into the classroom	3, 4	Principal, Instructional Facilitator, Classroom Teachers	Walkthrough observations, attendance at professional development, student performance data				
14) Implement a Balanced Literacy reading model: provide professional development on Balanced Literacy process, teacher of teachers model, classroom based coaching in grades K-5	3, 4	Principal, Instructional Coaches, Classroom Teachers	Attendance at meetings, walkthrough evaluations, reading adoption				
15) Implement Number Corner and Number Chat in K-2 and Target the Question in 3-5	3, 4	Principal, Classroom Teachers	District and campus CBAs, STAAR, walkthrough observations				
16) Provide tutoring in reading, math, writing and science for students	8, 9	Principal, Instructional Coaches	DRA/TPRI scores, campus benchmarks, CBAs, STAAR				
Funding Sources: Title I - \$5960.00							
17) Provide after school homework club	9	Communities in Schools	Campus benchmarks, district CBAs, STAAR				
Funding Sources: Compensatory Ed. Budget - \$22000.00							

18) Implement formative assessment processes of student performance in math weekly, b-weekly and monthly	3, 8, 9	Principal, Instructional Coaches, Classroom Teachers	Student scores				
19) Review all student language surveys and assess students as required using Woodcock Munoz	8	Principal, Counselor	Review of student records				
20) Art and Music TEKS will be addressed in art and music classes with increased integration with other content areas	3	Principal, Classroom Teachers	Review of lesson plans, walkthrough evaluations				
21) Identify at-risk students using state criteria	9	Counselor	At-Risk List				
22) Continue implementation of Marzano's Nine and Teach Like a Champion through and classroom integration of strategies		Principal, Team Leaders, Instructional Coaches, Classroom Teachers	Sign-in sheets, Walkthrough evaluations, scores on campus and district CBAs and STAAR				
23) Implement Read 180 for at-risk 5th grade students	3, 9	Principal, Instructional Coach	Campus and district CBAs, STAAR reading scores				
Funding Sources: Title I - \$123963.00							
24) Continue the use of math, reading and science journals in K-5 general ed and dual language classrooms	3	Principal, Classroom Teacher	Journals, walkthrough observations, STAAR math and science scores				
25) Continue to implement two way dual language program by adding first grade in August 2011	3	Principal, Classroom Teachers	Woodcock Munoz, DRA scores, teacher, parent and student surveys				
26) Provide professional development for dual language kindergarten, first grade and second grade dual language teachers	4	Principal	Woodcock Munoz, DRA scores, parent, teacher and student surveys				
Funding Sources: Title III Budget - \$34580.00							
27) Provide 30 hour Gifted and Talented professional development and 6 hour update for all teachers	4	Principal	Teacher attendance and certificates				
28) Provide differentiated instruction for all G/T students by SAGE pull out/pull in program	3	SAGE Teacher, Classroom Teacher	SAGE program evaluation, campus and district CBAs, STAAR commended scores				
29) Provide classroom teachers with G/T Scope and Sequence, curriculum for core content areas and handbook and assistance in serving the needs of G/T students in the classroom	3, 4	SAGE Teacher	Lesson plans, walkthrough observations, commended scores on STAAR				
30) Provide enrichment program for targeted students	3	SAGE Teacher	Walkthrough observations and evaluations for implementation, campus and district CBAs, STAAR commended scores				
Funding Sources: Local Revenue - \$34095.00							

31) Integrate higher order thinking skills for all students through classroom instruction through the use of questioning strategies and best practices aligned with Marzano, Lemov and Bloom	3, 4	Principal, Classroom Teachers, SAGE Teacher	Lesson plans, walkthrough observations, campus and district CBAs, STAAR				
32) Implement Response to Intervention process to address strategies for highly at-risk students	3, 9	Principal, Counselor	Student progress on grade level assessments and on campus, district CBAs and STAAR/TPRI/TELPAS				
33) Implement the Individual Education Plan for each student with special needs	9	Case Manager	For identification of services a Full Individual Evaluation (FIE) will be done. In conjunction with the FIE, curriculum based testing, informal testing, parent information, and knowledge of student will be used to create an IEP and monitor progress				
34) Provide professional development to new staff for SpEd AIM video	4	Principal	Attendance at meeting				
35) Implement inclusion program that addresses students' needs in the classroom	3, 9	Principal, Special Ed Teacher, Classroom Teachers	Student progress on IEP				
36) Provide professional development for E.S.L. certification	4	Principal	Teacher attendance and certificate				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: Clear Spring Elementary will provide an exceptional facility for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 1: Students, parents and staff input will be positive and increasingly indicative of the perception of Clear Spring Elementary providing a safe, positive and secure environment.

Summative Evaluation: 70% of respondents will report positive perception of the school's environment.








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Establish procedures with staff to insure greater understanding of personal safety, violence prevention, crisis management and intervention procedures		Assistant Principal	Walkthrough evaluations, evacuation drill records, lesson plans, student discipline folders				
2) Implement student recognition programs to include 8 Keys of Excellence, Kids Helping Kids, 5th grade leadership program, insuring consistent implementation and classroom practice to prevent violence	4	Principal, Counselor, Assistant Principal, Communities in Schools	Participation in the recognition program with clearly stated level systems in place, staff involvement, reduced discipline referrals and calendar of events				
3) Maintain a welcoming campus environment that students, parents and visitors will take pride in		Principal	Walkthroughs, checklists and evaluations that reveal effort at maintaining climate				
4) Address safety through use of Raptorware Software		Principal	Visitor data collection on software and observation of visitors wearing tags generated by program				
5) Promote student safety through the implementation of Safe Schools Healthy Student Keystone Program		Principal, Counselor	Referrals to program and progress reporting by Keystone personnel				
6) Implement school-wide mentoring program		Communities in Schools	Student participation				
7) Revise Campus Safety Plan		Assistant Principal	Review of plan and submission to central office				
8) Continue to implement Olweus Bullying Program, K-5		Principal, Counselor, Classroom Teachers	Student surveys, walkthrough observations, meeting journals, reduced referrals for bullying				
9) Continue the Watch Dog Program for Dads	6	Principal, Parent Liaison	Attendance at orientation, roster and attendance on campus				







10) Teachers will participate in staff development on diversity, homeless students, sexual harassment, migrant students		Principal	Certificates of Completion				
11) Implement drug prevention curriculum and Red Ribbon Week activities		Counselor, Communities in Schools	Schedule of activities for RR week and programs				
	Funding Sources: Compensatory Ed. Budget - \$22000.00						
12) Students will participate in groups addressing self esteem, academics, social skills, grief, attendance, family issues and anger management		Counselor, Communities in Schools	Documentation of student individual progress found in confidential student files				
13) Implementation of CATCH, FitnessGram and Wellness programs to prepare each individual to be the most healthy, productive and responsible citizen possible		P.E. Coach, Classroom Teachers, Wellness Committee	Participants self-monitor and self-evaluate, FitnessGram student data				
14) CPI training for the prevention and intervention of aggressive or violent behaviors for key staff members		Principal	Certificate of completion				
15) Students will receive bus, fire safety, Safe Haven and Stranger Danger instruction		Principal	Presentation dates				
16) Students will learn compassion and self responsibility through their involvement in programs such as Penny Drives, Clothing Drives and Canned Food Drives.		Communities in Schools	100% participation by students				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 3: Clear Spring Elementary will equip, train, and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 1: By spring of 2012, students and staff will demonstrate competency of district and state technology skills.

Summative Evaluation: 100% of students and teachers will demonstrate technology proficiency.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Using current curriculum, teachers will integrate technology when applicable addressing grade level TEKS	3	Classroom Teachers	Student products demonstrating practical experience				
2) Provide professional development for staff in a variety of interactive technologies, web-design, and district supported software programs to enhance student technological proficiency: iCOWS, Mac laptops and software, iPODS, Alpha Smarts, teleconferencing	4	Principal, Instructional Facilitator	Sign-in sheets, certificates of completion, student products				
3) Continue to update faculty technology skills by providing training, tutorials and observations	4	Principal, Instructional Facilitator	Attendance records, sign-in sheets				
4) Expand integration of instructional technology programs into curriculum to focus on closing gaps for special needs, bilingual and struggling students	3	Principal, Instructional Facilitator	Lesson plans, walkthrough evaluations, student products				
5) Implement keyboarding in second grade using Alpha Smarts	9	Principal, Classroom Teacher	Results from data, student products				
6) Use AWARE to review student data from TAKS, district and campus benchmarks, TPRI, Tejas Lee and Woodcock Munoz	8	Principal, Counselor, Classroom Teachers	Data meetings, cumulative data sheets, Smart Goals				
7) Teachers will access Eduphoria for student data, registration, lesson planning, PDAS and GIST		Principal, Classroom Teachers	Lesson plans, data, walkthrough observations and PDAS observations				







8) Teachers will integrate the use of Mac laptops, smart boards, Enos, Mobies, CPS systems, iPODS, iTouches, Elmo tablets and iPads in class lessons	3, 8	Principal, Classroom Teachers, Instructional Facilitator	Student products, data collection by teachers				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 4: Clear Spring Elementary will foster an atmosphere where there is timely, open communication with parents, staff, students and community.

Performance Objective 1: Clear Spring Elementary will foster collaboration among home, school, and community and instill pride and trust through on-going and effective communication.

Summative Evaluation: 40% of parents/community will be involved in school sponsored events.









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Educate and provide families with the resources to create a learning rich home environment through parent training meetings, Title I parent meetings, SMART Night, PTA meetings, Dual Language family nights.		Principal	Sign in sheets from meetings				
2) Provide parents Spanish language support in order to assist with student learning experiences.		Counselor, Support Staff, Classroom Teachers	Parent feedback, student progress				
3) Communicate with parents on a regular basis using student planners, monthly calendars, newsletters, campus website, listserv, district website and scheduled parent conferences.		Principal, Classroom Teachers, Parent Liaison	Sign-in sheets from conferences, samples of copies of other communication, review of website activity.				
4) Provide opportunities for parents and the community to visit, volunteer, and celebrate with student and staff.		Principal, Communities in Schools, Classroom Teachers, Parent Liaison	Mentor program, Bobcat Buddies, Volunteer sign-in sheet, Watch Dog Program, Music programs, Art exhibits and honor roll assemblies.				
	Funding Sources: Compensatory Ed. Budget - \$22000.00						
5) Promote opportunities for parents and patrons to subscribe to Hot News listerv and Parent Link, GradeSpeed and Library Link in Web Site		Principal, Parent Liaison	Number of campus participants on lists				
6) Frequently update Clear Spring website informing the community of upcoming events and important dates. Post newsletters, supply lists in PDF format.		Principal	Postings to website				

7) Implement Parent Resource Center and provide information/activities to increase parent involvement.		Principal, Parent Liaison	Sign-in sheets from activities, increase in number of parent volunteers/programs				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 5: Clear Spring Elementary will recruit, develop, retain and reward exceptional staff to maximize the learning of each student.

Performance Objective 1: Clear Spring Elementary will recruit and retain teachers and staff of Highly Qualified status.

Summative Evaluation: 100% of teachers and staff will meet Highly Qualified status.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Insure that new teachers participate in CISD mentoring program	5	Principal	Attendance at district meetings				
2) Interview candidates that are certified and meet the required Highly Qualified status. Monitor placement of instructional staff so that certification meets subject area taught.	5	Principal	SBEC certification, NCLB standards				
3) Implement campus based mentoring program for new teachers.	5	Principal	Attendance at campus meetings				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

State Compensatory

Budget for Clear Spring Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Clear Spring Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Plan Notes

Goal 1 #25 use instead of sue

Goal 2 #6 -do we need to add names of programs? Bobcat Buddies, etc.

Goal 2 - add strategy about service learning (Penny Drive, clothing drive, canned food drive) CIS responsible

Goal 3 - should we include Waterford program?

Goal 3 #7 add Gradespeed?

Goal 4 #3 Gradespeed for parents?

Goal 4 #5 add AR link for parents?

Goal 4 add use of library website for parent involvement?

Goal 3 #7 teachers use Eduphoria for GIST purposes?

2011-2012 Campus Planning and Decision Making Committee

Committee Role	Name	Position	Signature
Business Representative	Scott Miller	Scooter Store	
Classroom Teacher	Miles Glasscock		
Classroom Teacher	Kateresa Loving		
Classroom Teacher	Amy Miller		
Classroom Teacher	Lori Moore		
Classroom Teacher	Lindsey Painter		
Classroom Teacher	Michael Smith		
Classroom Teacher	Kristin Wiatrek		
Community Representative	Lisa Driffel	Communities in Schools	
Non-classroom Professional	Betsy Nash		
Parent	Suzanne Brown	Parent	
Parent	Lisa Rubey	Parent	

Campus Funding Summary

Title III Budget					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	26			\$34,580
Sub-Total					\$34,580
Title I					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	2			\$123,963
1	1	4			\$123,963
1	1	16			\$5,960
1	1	23			\$123,963
Sub-Total					\$377,849
Local Revenue					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	30			\$34,095
Sub-Total					\$34,095
Compensatory Ed. Budget					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	17			\$22,000
2	1	11			\$22,000
4	1	4			\$22,000
Sub-Total					\$66,000
Grand Total					\$512,524