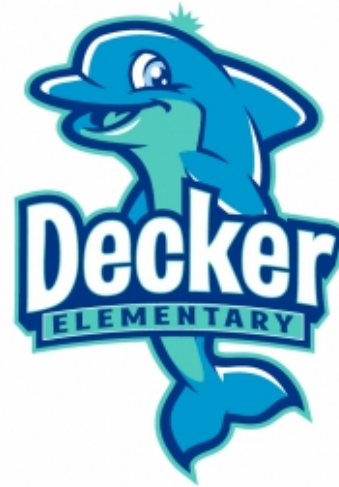


Manor Independent School District
Decker Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Motto

We are accountable for every student's success.

All hands on deck!

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Comprehensive Needs Assessment

Needs Assessment Overview

Enrollment at Decker Elementary decreased from 507 students in 2016/17 to 464 as of August 2017. 83% of students are Hispanic compared to 76% during the 2013-14 school year. 12.4% of students are African American, which has decreased from previous school year. The remaining 4% of students are comprised of White, American Indian, Asian, and students of 2 or more races. Economically disadvantaged students make up over 98.9% of the population. This has increased from 92% during the 2013-14 school year. Decker has qualified for a USDA grant to receive free breakfast and lunch for 100% of our students.

The number of students identified as Limited English Proficient has grown to 66%. The number of students identified as Special Ed has dropped to under 5% for the 2015-16. DES students continue to be under-identified for Special Education services. Staff cites unclear identification procedures as the reason. The number of Gifted and Talented students continues to increase from 2% in 2013-14, to 4% in 2014-15 and to 7.3% in 2015-16. DES has shown significant improvement in the identification of Gifted and Talented students. Attendance rates dropped approximately 1% to approximately 96% during the 2014-15 school year in K-5 due to student health concerns and have held steady for the 2015-16 school year. Pre-K students are no longer attending Decker, the program was moved to Oak Meadows Elementary for the 2015-16 school year. The number of out of school suspensions was cut in half during the 2014-15 school year, but the number of In-School Suspensions more than doubled. Parent and staff survey results indicate that stakeholder's confidence in the school management systems increased due to higher levels of student accountability for behavior. Decker has historically had a relatively high teacher turn-over rate which was further affected through reconstitution of staff during the 2014-15 school year. However, only 3 new teachers were hired for the start of the 2016-17 school year.

Demographics Strengths: All Decker students receive free breakfast and lunch. Staff is energetic and student-centered. Wrap-around services are available for economically disadvantaged students through Community In Schools. Identification of GT students has improved significantly and continues to be a priority.

Demographics Needs: Staff needs clarification of identification processes and accountability for maintaining appropriate documentation to identify GT and SpEd students. Staff retention and leadership training for mentor teachers are necessary to build the collective efficacy of the campus.

Demographics

Demographics Summary

DES enrollment for the 2017-18 school year has dropped to 464 from 521 as of October 2017. 83% of the students are Hispanic, 12% African-American, 3% White and 3% Asian. Economically disadvantaged students make up over 98.9% of the population. However, because of a PEIMS in house computer glitch, DES was reported to have only 63% Eco Dis population on the 2015-16 Texas Academic Performance Report. Decker has qualified for a USDA/CEP grant that allows all students to receive free breakfast and lunch.

The number of students identified as Limited English Proficient has increased to 80% over the past year. The number of students identified as Special Ed has increased to 7% in 2017-2018 from 5% in 2016-17. The number of Gifted and Talented students decreased to 6% in 2017-18 from 7.3% in 2015-2016.

Attendance rates increased to 97.36 in 2017-18 from 96.7% in 2017-16. Parent and staff survey results indicate that stakeholder's confidence in the school management systems increased due to higher levels of student accountability for behavior. Decker has historically had a relatively high teacher turn-over rate.

Demographics Strengths

All Decker students receive free breakfast and lunch.

Staff is focused, responsive and student-centered. 85% of the faculty and staff are committed to continuous improvement.

99% of the faculty/staff believe they work effectively with students in poverty.

95% of the faculty/staff believe they work effectively with low achieving students.

Wrap-around services are available for economically disadvantaged students through Community In Schools. Identification of GT students is improving.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus Report from TEA is incomplete due to a district reporting error. The district reporting will be accurately submitted to TEA for the 2016-17 school year.

Student Achievement

Student Achievement Summary

Over the last 3 years, Reading has continued to be an area of need in most sub pops, especially Eco Dis and SPED. Accelerated instruction for math and reading occurs daily in school, or in after school tutorials for all students performing below grade level on screeners. The total time for weekly intervention is between 120 and 240 minutes. We have an RtI process in place for teachers to identify students performing below grade level, both on screeners and regular formative assessments. Resources are defined for teachers to use to provide intervention as well as the documentation to complete for progress monitoring. Following 6 weeks of intervention, teachers are to communicate results with the RtI committee and seek further guidance on meeting the students' needs if necessary.

2016 2017 K-2 Universal Screener Data (TPRI, Tejas Lee DRA) shows a general decline in the percentage of students reading on level from the previous year. The percentage of students in Tier 1 (on or above grade level):

- Kinder Monolingual: Reading 61% (62% previous year)
- Kinder Bilingual: Reading 38% (58% previous year)
- Kinder Total: Reading 46%, Math 79%
- 1st Monolingual: Reading 17% (36% the previous year)
- 1st Bilingual: Reading 62% (79% the previous year)
- 1st Total: Reading 46%, Math 82%
- 2nd Monolingual: Reading 79% (54% previous year)
- 2nd Bilingual: Reading 28% (70% previous year)
- 2nd Total: Reading 43%, Math 75%

The percentage of students approaching or above were:

- 5th Reading: 54% (53% the previous year)
- 5th Math: 71% (59% the previous year)

Our MOY 2 data can be used as a projection for the remaining STAAR results. They show the following percentages of students approaching grade level:

- 3rd Reading: All 51%, LEP 47%, SPED 0% (previous year all 54%)
- 3rd Math: All 68%, LEP 53%, SPED 33% (previous year all 58%)
- 4th Reading: All 40%, LEP 44%, SPED 11% (previous year all 44%)
- 4th Math: All 62%, LEP 61%, SPED 56% (previous year all 68%)
- 4th Writing: All 60%, LEP 49%, SPED 39% (previous year all 52%)

From 2016-2017 STAAR our reading scores were not strong across the board. African American, Eco Dis and SPED sub-pops performed lowest, being under 60% of students meeting standard. In Math, the SPED sub pop is under 60% meeting standard. And in Writing, the African American sub pop is lowest and under 60%. On the other hand, 68% of students met or exceed progress in Reading and 86% met or exceeded progress in Math. The percentage of students at satisfactory or above on STAAR:

-

Index 1: 61 (Met Target)

Index 2: 40 (Met Target)

Index 3: 37 (Met Target)

Index 4: 22 (Met Target)

There is a need to tighten the RtI process up meeting twice a month between administrators, coaches, teachers and counselors would be helpful in making sure all students are making gains and instructional needs are being met. .

Student Achievement Strengths

From 2016-2017:

All K-2 Math above 75% Tier 1

2nd Monolingual Reading above 75% on grade level according to MVRC

5th Math 1st admin was higher than the percentage passing after 3rd admin in 2015-2016

From 2015-2016:

68% of students met or exceed progress in Reading and 86% met or exceeded progress in Math

4th grade math 34% to 81%

5th grade Science 42% to 73%

4th grade writing 28% to 63%

2016 STAAR results showed double digit growth in ALL subjects in ALL tested grades. Distinction for student progress.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The number of bilingual students reading on or above grade level has decreased in kinder by 20%, 1st by 17%, and 2nd by 42%. This leads to students falling behind early on and failing to meet grade level expectations later in their elementary careers and beyond. **Root Cause:** A new universal screener implemented in 2016-2017 is more rigorous and better aligned to grade level expectations. There is not adequate vertical or horizontal alignment of bilingual literacy curriculum and instruction in bilingual lower elementary classes.

Problem Statement 2: From 2015-2016 STAAR our reading scores were not strong across the board. African American, Eco Dis and SPED sub-pops performed lowest, being under 60% of students meeting standard. These groups should be achieving at the same level or above other ones. **Root Cause:** There is a need to tighten the RtI process up via monthly or quarterly meetings between administrators, coaches and each individual teacher would be helpful in making sure all students are making gains and instructional needs are being met. There is also a need for improved school-wide systems that emphasize and support literacy initiatives.

School Culture and Climate

School Culture and Climate Summary

Teachers and students believe that there is a clear and focused vision/mission that includes a belief in academic student success. The faculty/staff are committed to continuous improvement, respect each other and believe that they work effectively with all students. Finally, a large portion of the faculty and staff believe that they can make the necessary changes to improve student learning. Parents are confident that teachers have high expectations for their students. Teachers and parents indicate that improvement is needed in developing rigorous and challenging assignments that cover all required content. Teachers indicate a need for access to interventionists to help students in need of academic assistance.

The administration has experienced significant change over the course of the year. The school year will end with a different Principal and Associate Principal. The focus of PD is to build capacity in the areas of classroom management and explicit instructional strategies. A sense of academic urgency continues exists with the staff. The district has implemented a one way Dual Language program. The staff will continue an alignment of high expectations for student success and effective differentiation of instruction throughout the campus.

The increased 2016 STAAR results boosted staff morale, but it has been affected by abrupt changes in leadership over the course of the year. The Sunshine committee provides weekly and monthly celebrations such as teacher of the week, birthday celebrations and the implementation of random acts of kindness.

Every Friday, student assemblies are held in the cafeteria that focus on students making good choices. The principal leads the assemblies in order for students to become more familiar with administration and campus expectations.

A boost in morale has occurred due the new Principal being one of the former Associate Principals who contributed to the turnaround of the campus in 2015-16.

School Culture and Climate Strengths

Clear and Focused Vision/Mission

Safe and Orderly Environment

Staff believes in students.

Parents feel respected.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Decker Elementary struggles with consistent campus leadership, which causes instability amongst programs and staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

72% of the faculty/staff have 6 years or less teaching experience. 24% have 14 years or less and 4% of the faculty have more than 15 years of experience. Leadership turn-over has been high in the past. Teachers from Spain have been recruited to help address the need for bilingual instruction. Teachers are also encouraged to obtain their ESL certification.

Staff Quality, Recruitment, and Retention Strengths

The teachers currently at Decker Elementary are student-centered, enthusiastic, and hard-working.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: DES currently has 15 new teachers out of 38. 10 of the new teachers are new to the profession.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The PLC process supports alignment between curriculum, instruction, and assessment. Teams map units, identifying essential standards based on cohort and grade level data, then use those standards to create assessments, plan lessons, and deliver instruction. In general, the assessments tend to focus on discrete skills rather than student work products. The campus and district have a horizontally and vertically articulated balanced literacy and math plan which includes daily guided instruction for all students. All teachers use the gradual release model for instructional delivery. Grades K-5 incorporate Avid strategies daily.

DES is participating in the following curriculum initiatives: My Virtual Reading Coach, AVID Elementary, PBIS (Positive Behavior Intervention and Supports), and RTI (Response to Intervention). MVRC, DRA, Tejas Lee/TPRI, Think Trough Math, TEMI, district benchmarks, and teacher-created common assessments are used as screening and progress-monitoring tools. We have implemented a one way dual-language model in grades K-3.

Curriculum, Instruction, and Assessment Strengths

Teachers have a variety of instructional resources available for all ability levels. Teachers have multiple professional development opportunities. 1st-3rd grade students receive pullout reading intervention based on needs. Students are also provided interventions based on common assessments, benchmarks and campus created assessments. Data meetings are also held by grade level to specifically identify areas of weakness in order to plan instruction for future lessons and reteach opportunities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of horizontal and vertical alignment in literacy instruction. **Root Cause:** Resources are not aligned to the district scope and sequence. Teachers need to improve collaborative practices. Additional teacher capacity needed to deliver effective, aligned, rigorous literacy instruction using the available resources.

Problem Statement 2: Inconsistent use and practice of culturally relevant curriculum and pedagogy. **Root Cause:** It is not explicitly articulated in campus or district plan, PD has not been available to address it.

Parent and Community Engagement

Parent and Community Engagement Summary

100% staff participation is the goal for PTA, but it has not been reached yet. In general, we want to increase staff/community participation in order to increase student instructional support. The school hosts between 7 and 8 family nights throughout the year. There are 1 or 2 family nights that are focused on literacy and others relate to the arts and cultural celebrations. Parent and community involvement has been a struggle over the past several years. DES has a parent engagement specialist and a full time parent liason (recently hired) to support our campus. Teachers are required to meet with parents three times a year to review student progress and report cards. In order to better communicate with families all school flyers and communication are written in English and Spanish. The school website, facebook page and twitter feed are updated regularly, as is the marquee to communicate important school events. DES has a reading mentor program offered to some of our students, where community members come to the school to read and mentor their mentees. We also have the CIS counseling program. There is a definite need for DES to continue to improve parent involvement on our campus.

Parent and Community Engagement Strengths

Parents frequently eat breakfast with their children and attend morning assemblies. Monthly evening events are available. PTO was established during the 2015-16 school year. We have a parent liason, engagement specialist, and two full time CIS counselors. The soccer league organized through the city of Austin and APD had excellent participation and some of the games were moved so that they were hosted on campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PTA is not functioning. This is reflective of the failure to integrate student families and community into the daily life of the school, and negatively affects student achievement. **Root Cause:** Frequent changes in school leadership. Inconsistent relationship building between teachers and parents.

School Context and Organization

School Context and Organization Summary

Goals and objectives are communicated to all staff through email, faculty meetings, PLC's, one on one meetings with campus administration and leadership. In addition the campus provides the Dolphin Digest (weekly news letter) to keep all staff informed of events, attendance rates and scheduled meetings. A common PLC time is organized by grade level and meets regularly. Tutorial programs are set and established to support student needs.

School Context and Organization Strengths

Discipline/Communication/ Academic systems are in place and continue to be reviewed during the school year. Weekly leadership meeting are held to discuss campus needs, programs and development.

Technology

Technology Summary

Students in grades 3-5 are equipped with one-to-one Ipads. Grades Pk-1 have 4 Ipads per classroom to use in center rotation. 2nd Grade classrooms have 7 Ipads per class. All teachers are equipped with laptops, Ipads, and projectors.

Teachers and students have access to a wide variety of digital educational tools. These include but are not limited to: Raz-Kids, Reading A-Z, Think Through Math, MVRC, Reflex Math, MyOn, Social Studies Weekly. Student usage at home is not especially high, some of that is related to lack of internet access.

Technology infra-structure has been upgraded including installation of ceiling projectors in every classroom.

Technology Strengths

Technology is readily available for student and teacher use.

All teachers have laptops, ipads, document cameras, printers and projectors.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is most frequently used for substitution, rather than for the augmentation, modification, or redefinition of the task. This is not the most effective way to integrate technology so that it improves teaching and learning. **Root Cause:** A lack of teacher capacity (and high turnover), absence of support/PD, and lack of prioritization from the campus and district. Technology integration is not explicitly addressed in the PLC process. There is not a designated person on campus to provide support to teachers in this area.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results

Student Data: Student 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, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: SPG#1, Campus Objective #1 (excellence goal): Every campus will increase their literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 24% to 31%) at the end of the 2018-19 school year.

Performance Objective 1: The grade level attendance rate will increase by 1% for the year.

Evaluation Data Source(s) 1: Attendance data

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students will receive attendance awards including: Extra Recess Field trips Lunch party</p>		Principal	Students will be motivated to maintain high attendance rates.	0%	0%		
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: SPG#1, Campus Objective #1 (excellence goal): Every campus will increase their literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 24% to 31%) at the end of the 2018-19 school year.

Performance Objective 2: All students writing will increase by 1% based on monthly writing assessments.

Evaluation Data Source(s) 2: Monthly writing assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 2 1) School wide writing program implemented. K-1 penmanship instruction.		Teachers, Principal, Instructional Coach, Assistant Principal	Literacy and writing will improve	0%	0%		
TEA Priorities Improve low-performing schools Critical Success Factors CSF 1 2) Publish student writing		Teachers	Students will engage in opportunities to share their learning and improve writing ability.	0%	0%		
TEA Priorities Improve low-performing schools Build a foundation of reading and math Critical Success Factors CSF 1 CSF 4 3) Education Galaxy will be utilized in 3rd and 4th grade to increase students' writing abilities and scores.	2.4, 2.5, 2.6	PLCs, Teachers, IC, AP and Principal	Increased writing scores	0%	0%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: SPG#1, Campus Objective #1 (excellence goal): Every campus will increase their literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 24% to 31%) at the end of the 2018-19 school year.

Performance Objective 3: Provide rigorous & intense interventions for students in tier 2 and 3.

Evaluation Data Source(s) 3: eStar, PLC data, Teacher tracking sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
TEA Priorities Improve low-performing schools Critical Success Factors CSF 1 CSF 2 1) Tutoring with assistance from other grade level teachers.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Teachers, PLC leaders	Students in Tiers 2 & 3 will make improvements sufficient to move them to Tier 1				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: SPG#1, Campus Objective #1 (excellence goal): Every campus will increase their literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 24% to 31%) at the end of the 2018-19 school year.

Performance Objective 4: Data will be utilized to better support continued improvement in instruction.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Data meetings will be held with all grade levels after screeners, CFAs, and CBAs with at least 50% of time focusing on plans/resources that are needed to ensure the success of 100% of students.</p>	2.4, 2.5, 2.6		Data driven instructional methodologies will increase				
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Academic Interventionists will be hired to work with students in grades K-5 to increase their academic performance in reading and math, starting directly after BOY data is collected.</p>	2.4, 2.5, 2.6	Principal	Additional support for struggling students will be made available.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 1: SPG#1, Campus Objective #1 (excellence goal): Every campus will increase their literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 24% to 31%) at the end of the 2018-19 school year.

Performance Objective 5: Literacy resources will be fully utilized to increase the literacy progress indicator.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers and campus librarian will utilize Accelerated Reader to increase students' reading abilities and love for reading by setting reading goals and implementing a reward system.</p>	2.4, 2.5, 2.6	Teachers, Librarian, Instructional Coach, Principal, Assistant Principal					
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 4 2) Learning Farm will be utilized in K-5 to increase students' math, reading, writing, and science abilities and scores.</p>	2.4, 2.5, 2.6	Teachers, PLCs, IC, Principal, AP	Student engagement will increase				
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 4 3) Teachers will build and maintain a diverse classroom library.</p>			This will provide students with more reading materials that they are interested in and can relate to.				
<p>Funding Sources: SCHOOL REDESIGN GRANT - 0.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: SPG#1, Campus Objective #2 (equity goal): Every campus will increase their student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points (from 75% to 80%) at the end of the 2018-19 school year.





Performance Objective 1: Increase achievement scores of Tier 3 student by 30% through May 2019 as measured by campus/local assessments and STAAR.

Evaluation Data Source(s) 1: CBA, JIT, STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Tier 3 students increase their achievement scores by 15% through December 2018 as measured by district/campus assessments.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Tier 3 students will have improved scores and many will move out of Tier 3 to a lesser Tier.	0%	0%		
<p>TEA Priorities Improve low-performing schools</p> <p>2) Hire and Instructional Coach (IC) by September 2018.</p>	2.4, 2.5, 2.6	Principal	Instructional Coach will be hired.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>3) 100% of DES Teachers will be a part of PLCs 3 times a week through December 2018.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Teachers will work collaboratively and use data to drive instruction.	0%	0%		

<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Provides Co-Teaching Support to 100% of DES Students by December 2018.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Instruction will improve and teachers will be supported to meet the needs of all children.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>5) Implement Dovetail Learning and Strategies in the school through December 2018.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Improved teaching strategies will increase teaching effectiveness.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>6) 35% of all teacher lessons will contain the 4 Quadrants of Learning by December 2018</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Improved teacher quality.	0%	0%		
<p>TEA Priorities Improve low-performing schools Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) CIS will meet with 15% of the school to meet the needs of students referred.</p>	2.4, 2.5, 2.6		Students will have additional supports helping them achieve	0%	0%		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 4</p> <p>8) Starfall will be utilized in Life Skills to increase students' reading and math abilities.</p>	2.4, 2.5, 2.6	Life Skills Teacher, IC, Principal, Assistant Principal		0%	0%		

<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>9) Dreambox Math will assist in increasing the number of students by at least 2% who are performing on or above grade level.</p>	2.4, 2.5, 2.6			0%	0%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: SPG#1, Campus Objective #2 (equity goal): Every campus will increase their student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points (from 75% to 80%) at the end of the 2018-19 school year.

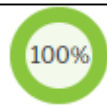
Performance Objective 2: Tier 3 students increase their achievement scores an additional 15% through May 2019 as measured by district/campus assessments and STAAR.

Evaluation Data Source(s) 2: MOY, JIT, STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 7</p> <p>1) 80% of staff will Have the 30 hour Gifted and Talented Training/Certification by January 2019</p>	2.4, 2.5, 2.6	Principal	All teachers will have an understanding of how to serve gifted students and the meets and masters levels of the campus will increase.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>2) 80% of all DES teacher will receive Arts Integrated Training and AVID to implement strategies in the classroom by Jan 2019</p>	2.4, 2.5, 2.6	Principal	Teachers will be better able to serve the diverse needs of students.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>3) 100% of DES Teachers will be a part of PLCs 3 times a week through May 2019</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional coach	Teachers will use quality instruction, analyze data, and support one another in developing stronger instructional practices.	0%	0%		

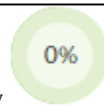
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>4) Weekly meetings with new teachers and bi-weekly grade level meetings by May 2019</p>		Principal	Teachers will understand priorities and will have training on best practices.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide teachers with fewer than five years of teaching with coaching/ modeling and resources to increase rigor and student performance through May 2019</p>		Principal	Teachers will improve quality instruction, rigor and relevance, and learn new classroom management strategies.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>6) Provides Co-Teaching Support to 100% of DES Students through May 2019.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional coach	Teachers will feel supported and will learn from one another to build better classroom practices.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>7) Implement Dovetail Learning and Strategies in the school through May 2019.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Improved instructional strategies will result in increased learning.	0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>8) 40% of all teacher lessons will contain the 4 Quadrants of Learning by May 2019.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Improved quality of instruction will lead to improvements in student engagement and learning.	0%	0%		



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: SPG#1, Campus Objective #2 (equity goal): Every campus will increase their student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points (from 75% to 80%) at the end of the 2018-19 school year.

Performance Objective 3: Student Achievement will increase by at least 2% in each tested subjects based on grade level benchmarks and STAAR.

Evaluation Data Source(s) 3: Benchmarks and STAAR data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Students will learn to track data and set goals for improvement	2.4, 2.5, 2.6	Teachers	Students will take ownership of their learning and be more engaged in the learning process.				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 4 2) Reflex Math will assist in increasing the number of students by at least 2% who are performing on or above grade level.		Principal, Teachers	student achievement will increase in math				
= Accomplished = Continue/Modify = No Progress = Discontinue							



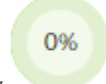

Goal 2: SPG#1, Campus Objective #2 (equity goal): Every campus will increase their student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points (from 75% to 80%) at the end of the 2018-19 school year.

Performance Objective 4: Each grade level will provide AVID strategies to support student success relevant to grade level expectations.

Evaluation Data Source(s) 4: Walkthrough data, Evaluations

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide monthly, differentiated, teacher/student-led professional development to staff throughout the year and deepen integration of AVID strategies into the lesson planning/plc process to improve horizontal alignment.</p>	2.4, 2.5, 2.6	Principal	Teachers will have increased tools to use in the classroom to help kids.	0%	0%		
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) 100% of DES families will have the opportunity to attend monthly, student-led Avid strategies workshops. These workshops will be supplemented by regular Avid newsletters/social media communication with DES families.</p>	3.2	Principal	Increased community involvement, improved school climate	0%	0%		
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Partnership with CIS to provide wrap-around services to 5% of all students. Implement SEL curriculum in classes K-5 and incorporate it into specials rotations.</p>	2.4, 2.5, 2.6			0%	0%		

<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) AVID components will be implemented in all classrooms daily k-5: Binders, SWAG, Costa's Questioning, Interactive Notebooks, and the use of AVID strategies during instruction.</p>	2.4, 2.5, 2.6	Principal		0%	0%		
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) Representatives from each grade level will also meet monthly for Vertical PLCs in Reading, Writing, Math, and Science that will support effective, aligned, rigorous content area instruction using Avid strategies.</p>	2.4, 2.5, 2.6			0%	0%		
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3:

SPG #2, Objective #3 (teacher growth goal): The teacher growth score of the Campus will increase by at least five percentage points from 85% to 90% at the end of the 2018-19 school year.

Performance Objective 1: 100% of DES teachers and Staff will have the opportunity to receive professional development and engage in PLC's weekly to grow professionally and meet the need of DES students

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) 100% of DES teachers and Staff will receive SEL training to increase student self awareness, positive behavior, reduced misconduct and reduce emotional distress	2.4, 2.5, 2.6		number of student referrals	0%	0%		
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 2) Extra duty pay for IA	2.4, 3.1	Principal	Participate in after school Family Nights, Tutorials	0%	0%		
TEA Priorities Improve low-performing schools Critical Success Factors CSF 5 CSF 6 3) 80-100% of DES teachers will participate in monthly family night/performances to show support for students and families of DES.	3.1		Improved campus climate	0%	0%		

<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 3 CSF 7</p> <p>4) Leadership team, which includes teacher leaders, will attend professional development to increase knowledge on how to build capacity and retain teachers.</p>	2.5	Principal, Assistant Principal	ICLE Coaching			
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>5) CILT will engage in Professional Development to build teacher and leadership capacity.</p>		Principal	Sign In Sheets for ICLE, Data Walks			
Funding Sources: SCHOOL REDESIGN GRANT - 63250.00						
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will attend AVID Summer Institute to sharpen their knowledge to better support the students and provide training to their fellow teachers about what was learned.</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) There will be an annual survey where teachers provide input on the effectiveness of resources used on campus.</p>	2.4, 2.5, 2.6	Principal	Teachers will have input into the decision making process			
= Accomplished = Continue/Modify = No Progress = Discontinue						





Goal 3:

SPG #2, Objective #3 (teacher growth goal): The teacher growth score of the Campus will increase by at least five percentage points from 85% to 90% at the end of the 2018-19 school year.

Performance Objective 2: Teacher attendance will increase by 10% for the school year.

Evaluation Data Source(s) 2: Aesop data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Create more incentives for people with perfect attendance for example jean passes, raffles (gift cards), gift of time, special lunches, recognition to model for students</p>		Principal	Teachers will be motivated to maintain high attendance rates	0%	0%		
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: SPG#4, Campus Objective #4. The infrastructure of Decker Elementary will be transformed to create a Fine Arts Academy by May 2019.

Performance Objective 1: Decker El will engage in two to three actions and steps to transform basic physical and organizational structures and facilities by December 2018.

Evaluation Data Source(s) 1: Deadlines on the (TEA) GIT

Summative Evaluation 1: Some progress made toward meeting Performance Objective

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 4 CSF 6 1) Consult with outside vendors to aid in completion of being a Fine Arts Academy by December 2018.	2.4, 2.5, 2.6	Principal	Evaluations from various companies will demonstrate that we have completed our work.	0%	0%		
	Funding Sources: SCHOOL REDESIGN GRANT - 0.00						
2) Present 2 of 4 Fine Arts Showcase to the community by December 2018		Principal		0%	0%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 5 CSF 6 3) Present 2 of 4 Fine Arts Showcase to the community by December 2018		Principal	The community will be introduced to the fine Arts Programs at DES.	0%	0%		
	Funding Sources: SCHOOL REDESIGN GRANT - 0.00						

<p>TEA Priorities Improve low-performing schools Critical Success Factors CSF 5 CSF 6</p> <p>4) Conduct community Event to develop the understanding of Fine Arts Academy by December 2018</p>	2.4, 2.5, 2.6	Principal	The community will understand and support the mission and vision of the Fine Arts Academy.			
<p>Funding Sources: SCHOOL REDESIGN GRANT - 0.00</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 2 CSF 3</p> <p>5) Meet Monthly with Central Office Staff to Coordinate Services through December 2018.</p>	2.4, 2.5, 2.6	Principal, Central Office Staff	Administration will have support for improvements.			
<p>Funding Sources: SCHOOL REDESIGN GRANT - 0.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 4: SPG#4, Campus Objective #4. The infrastructure of Decker Elementary will be transformed to create a Fine Arts Academy by May 2019.

Performance Objective 2: Increase Family Involvement By 30% with the campus by July 2019 as measured by increased numbers of parents participating.

Evaluation Data Source(s) 2:

50% of the families will attend family nights monthly through May 2019.
Attendance SIGN IN sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Improve low-performing schools Build a foundation of reading and math Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Personally invite 100% of families between each monthly family night through May 2019.</p>	2.6, 3.1, 3.2	Principal Assistant Principal Parent Liaison	Communication logs				
<p>TEA Priorities Improve low-performing schools Critical Success Factors CSF 5 CSF 6</p> <p>2) Offer incentives to all students and parents between each monthly family night through May 2019.</p>	2.4, 2.5, 2.6	Principal	increased parent involvement				
<p>TEA Priorities Improve low-performing schools Critical Success Factors CSF 5 CSF 6</p> <p>3) 100% of K-5 teachers will create lessons to teach parents how increase student achievement by May 2019.</p>	2.4, 2.5, 2.6		Parents will understand better how to help their students at home.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: SPG#4, Campus Objective #4. The infrastructure of Decker Elementary will be transformed to create a Fine Arts Academy by May 2019.

Performance Objective 3: Decker El will engage in four to six actions and steps to transform basic physical and organizational structures and facilities by May 2019

Evaluation Data Source(s) 3: Deadlines on the (TEA) GIT, Meetings with Central Office Staff

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Mid Year Cip Data Analysis conducted by January 2019.</p>	2.4, 2.5, 2.6	Principal	Evaluation of how well we are meeting our deadlines and objectives.				
Funding Sources: SCHOOL REDESIGN GRANT - 0.00							
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Other MISD departments integrate services to support Fine Arts efforts by July 2019</p>	2.4, 2.5, 2.6	Principal, Central Office staff	Fine Arts services will be fully integrated, leading to effective systems.				
Funding Sources: SCHOOL REDESIGN GRANT - 0.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Acquire adequate equipment and materials to promote Fine Arts by March 2019</p>	2.4, 2.5, 2.6	Principal	DES will have all required equipment and materials, and be ready to implement programs.				
Funding Sources: SCHOOL REDESIGN GRANT - 0.00							

<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Evaluation of Decker EI to determine changes in infrastructure by July 2019</p>		Principal, Central Office Staff	Required improvements to infrastructure will be fully understood and ready for scheduling.			
<p>Funding Sources: SCHOOL REDESIGN GRANT - 0.00</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>Critical Success Factors CSF 2 CSF 3</p> <p>5) Conduct End of Year CIP Data Analysis by July 2019</p>		Principal	Evaluation of CIP plan will be thorough and impact analyzed.			
<p>Funding Sources: SCHOOL REDESIGN GRANT - 0.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	3	Teachers will build and maintain a diverse classroom library.
3	1	1	100% of DES teachers and Staff will receive SEL training to increase student self awareness, positive behavior, reduced misconduct and reduce emotional distress

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly Gonzalez	Parent Liaison		1
Rachel Juro	Interventionist		1

Campus Funding Summary

SCHOOL REDESIGN GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$0.00
3	1	5	Leadership Development		\$63,250.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
Sub-Total					\$63,250.00
Budgeted Fund Source Amount					\$1,500,000.00
+/- Difference					\$1,436,750.00
Grand Total					\$63,250.00