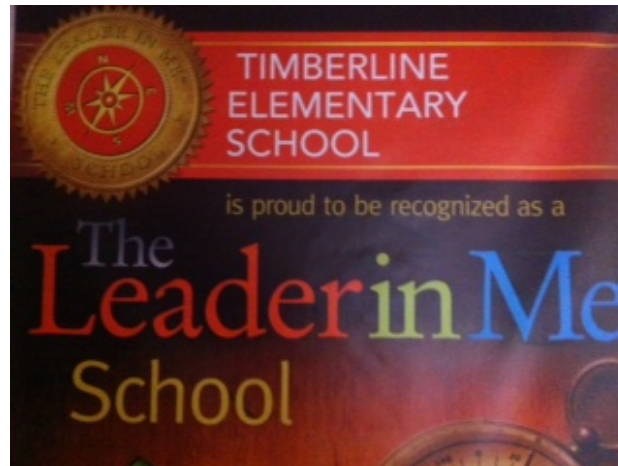


Grapevine-Colleyville ISD
Timberline Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Timberline's Mission Statement

Together, we are leaders at Timberline.
By practicing the seven habits, we lead,
Love learning, embrace diversity, achieve goals, and do our best.

Value Statement

We believe holding each other accountable to live and teach the 7 Habits as a Leader in Me school impacts student success.

We believe the teacher and the students knowing what is being learned and exactly how it will be evaluated impacts student success.

We believe confirming our practices as a team through research, data, feedback, classroom visits, and student work impacts student success.

We believe that, seeing the work at Timberline with all our amazing students, staff, parents, and community as a privilege impacts student success.

We believe establishing meaningful relationships with our students, families, community members and among ourselves will lead to success and happiness for everyone.

Timberline's Big Three Focuses

Relationships

Tier 1 Instruction

Learning Targets

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Timberline Elementary is a Title I campus in Grapevine-Colleyville ISD with an enrollment of approximately 700 students enrolled in grades Pre-Kindergarten to Fifth Grade. The enrollment is inline with the 17-18 enrollment. The economically disadvantaged population is approximately 74% of the total campus population. The Race/Ethnicity demographics are as follows:

African American 7%

Asian 1%

Hispanic 72%

White 17%

Two or more races 2%

78% Economically disadvantages

53% English Language Learners

14% Receiving Special Education services

Demographics Strengths

- Diverse population provides students and staff opportunities to interact authentically in real world experiences
- Offer a two-way dual language program.
- Serve breakfast in the classroom, providing all students the opportunity to participate.

- 97% of all classroom teachers are certified to work with second language learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Students from poverty often experience emotional and social challenges that impact their learning.

Student Academic Achievement

Student Academic Achievement Summary

Academic Achievement - meets grade level or above

ELA/Reading

Sub pop	All	AA	Hisp	White	AI	Asian	PI	2 or + ED	EL	SPED		C	NC	
										cur	for			
Target	44	32	37	60	43	74	45	56	33	29	19	36	46	42
TES	39	37	36	50	-	67	-	67	33	32	19	33	38	41

Academic Achievement - meets grade level or above

Mathematics

Sub pop	All	AA	Hisp	White	AI	Asian	PI	2 or + ED	EL	SPED		C	NC	
										cur	for			
Target	46	31	40	59	45	82	50	54	36	40	23	44	47	45
TES	44	42	40	61	-	100	-	33	37	37	19	67	48	33

Growth Status

ELA/Reading

Sub pop	All	AA	Hisp	White	AI	Asian	PI	2 or + ED	EL	SPED		C	NC	
										cur	for			
Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67

TES 61 50 62 54 - 100 - 100 58 58 58 50 59 65

Growth Status

Mathematics

Sub pop	All	AA	Hispanic	White	AI	Asian	PI	2 or + ED	EL	SPED		C	NC	
										cur	for			
Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
TES	68	56	68	64	-	100	-	100	64	69	58	70	69	64

Student Success Status

Sub pop	All	AA	Hispanic	White	AI	Asian	PI	2 or + ED	EL	SPED		C	NC	
										cur	for			
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45
TES	41	46	38	51	-	71	-	52	36	35	16	49	42	39

Student Academic Achievement Strengths

Improvements in Meets Grade level or above in Mathematics for our Hispanic and White students.

Improvement in Meets Grade level or above in Humanities for our EL and current SPE students.

Improvement in Meets Grade level or above in Mathematics for our EL students.

Improvement in the Student Success indicator for our African-American students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers **Root Cause:** Misalignment

between written (TEKS) , tested and taught curriculum in K-5

Problem Statement 2: Our universal screening assessment indicates a performance gap in reading and math between our Economically Disadvantaged and Not Economically Disadvantaged Students. **Root Cause:** Students lack experiences that support academic and language development.

Problem Statement 3: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Parents do not have tools and information necessary to support their students.

Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Students from poverty may begin school lacking academic readiness skills which impact formal learning.

School Processes & Programs

School Processes & Programs Summary

Leader in Me

Dual Language

Learning Targets as an Instructional Focus

Instructional support provided for PLC and Planning

School Processes & Programs Strengths

- Campus leaders, teachers, and families place a premium on instructional time.
- Timberline implements a systemic approach toward the work of PLCs.
- The alignment between district and campus goals is very strong--LEAD 2021 is well known and understood by Timberline staff members.
- There is a clear understanding of the purpose and efficacy of implementing Professional Learning Communities throughout the campus.
- LEAD 2021 strategies are incorporated throughout the decision-making structures of Timberline Elementary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers **Root Cause:** Teachers need more support in understanding the relationship between the special programs and daily instruction.

Problem Statement 2: Students in the Dual Language program are not leaving bilingual, biliterate or bicultural. **Root Cause:** Lack of accountability in progress in L1 and L2.

Problem Statement 3: Students in the Dual Language program are not leaving bilingual, biliterate or bicultural. **Root Cause:** Staff have varied levels of instructional pedagogy for 50/50 model.

Perceptions

Perceptions Summary

Timberline Elementary enjoys a great diversity of students from a wide variety of cultures and backgrounds. The staff continues to promote awareness, respect, appreciation, and understanding of our diverse cultures. Attendance rates at Timberline are commensurate with other GCISD elementarys.

Disciplinary data indicates that student discipline referrals are congruent with the ratio of student ethnicities at Timberline. There is evidence of a greater frequency of infractions from students from the under-represented student group of special education.

Parent surveys indicate that most parents feel that their students are safe while at school. Parents at Timberline indicate that bullying situations are being handled promptly. While significant strides have been made in the reporting and intervention for bullying, continued efforts are needed in order to educate students regarding kindness and sensitivity toward others. Rachel's Challenge has been very successful at Timberline, creating processes for teaching children the importance of being kind and compassionate toward others. The Leader in Me Program will begin this year at Timberline, teaching students to live out the Seven Habits of Highly Effective People.

Campus drills are conducted monthly. Campus safety procedures have improved over the past year. Because of the numbers of entrances and exits securing Timberline is a challenge. In the mornings and afternoons, only the two front entrances and exits are accessible to decrease entry points. The doors to academic wings are secured by badge access. All Timberline students wear an identification badge. Teachers lock their doors whenever they are not in the classroom.

Perceptions Strengths

- Consistent approach toward celebrating student attendance.
- Protocols for addressing bullying incidents are in place.
- Parents feel welcome at school.
- A systematic plan is in place for leadership instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Parents do not have tools and information necessary to support their students.

Problem Statement 2: Our students identified as economically disadvantaged are not achieving at the same rate as peers **Root Cause:** Teachers need more

support in understanding the relationship between the special programs and daily instruction.

Problem Statement 3: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Lack of opportunity to experience Timberline firsthand contributes to negative perceptions of students.

Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause:** Staff actions around See-Do-Get paradigm impact student performance.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

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
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, 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.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: 100% of all instructional staff will receive job-embedded and off-site professional learning in order to design and assess TEKS-aligned learning experiences.

Evaluation Data Source(s) 1: Campus, district and state assessment measures; teacher efficacy measures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) All instructional staff will engage in year 2 of professional learning based on Learning Targets by Moss and Brookheart.</p>	2.4, 2.6	Principal, Asst. Principal, Assoc. Principal, Learning Liaison	district assessments, data collected using feedback form				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) Weekly feedback provided to instructional staff on learning targets.</p>	2.4, 2.6	Principal, Asst. Principal, Assoc. Principal, Learning Liaison	district assessments, data collected using feedback form				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 4</p> <p>3) Tiger U utilized for professional learning time including writing vertical alignment.</p>	2.4, 2.6	Principal, Learning Liaison, Associate principal of instruction	Tiger U agendas, Tiger U PL plans				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 2 CSF 4</p> <p>4) PLC restructured to focus on design and assessment of TEKS-aligned learning.</p>	2.4, 2.6	Assoc. Principal and Learning Liaison	Learning targets, lesson plans, district and state assessment				
Problem Statements: Student Academic Achievement 1							

Critical Success Factors CSF 4 CSF 7 5) Instructional staff will engage in opportunities to observe and provide feedback in classrooms	2.4, 2.6	Principal, Learning Liaison, Assoc. Principal, learning teams	Each team will observe and provide feedback in a classroom three times a year.				
	Problem Statements: Student Academic Achievement 1						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 6) Identified teachers in grades 3-5 will engage in Mathematical Problem-solving PD through ESC 11.	2.4, 2.6	Associate Principal of Instruction, Learning Liaison	Students in grades 3-5 who met or mastered standard on STAAR math assessments will increase to 50%.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 300.00						
7) 3rd-5th grade teachers will attend STARR focused Lead4Ward Training in January	2.4	Assc. Principal, Learning Liaison					
	Funding Sources: 211 - ESEA Title I, Part A - 4000.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 8) 100% of staff will engage in Implementation of Reading Strategies provided through Heinemann Professional Development.	2.4, 2.6	Learning Liaison and Assoc. Principal of Instruction	65% of K-2 students will meet or exceed district expectations on multiple assessment measures including iStation and DRA. Students in grades 3-5 who met or mastered standard on STAAR reading assessments will increase to 46%.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 5000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:










Student Academic Achievement
Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers Root Cause 1: Misalignment between written (TEKS) , tested and taught curriculum in K-5






Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 2: Improve campus culture by strengthening relationships.

Evaluation Data Source(s) 2: BOY and EOY survey, employee retention

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Staff engage in implementation of The Seven Habits curriculum the first two weeks of school.</p>	2.5, 2.6	Lighthouse team, Principal, Asst. Principal	Decrease by 20% the number of 5 Phase Plans initiated at BOY between 17-18 and 18-19.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - ESEA Title I, Part A - 4200.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) All staff made a commitment to greet each student at arrival including classroom teachers at their doors, every morning.</p>	2.5, 2.6	All staff	Decrease by 20% the number of 5 Phase Plans initiated at BOY between 17-18 and 18-19.				
<p>Problem Statements: Demographics 1</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) All new staff will attend Stephen Covey's 7 Habits Professional Learning in order to instill Leader in Me habits in students.</p>	2.5	Lighthouse Team	Decrease by 20% the number of 5 Phase Plans initiated at BOY between 17-18 and 18-19.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Sunshine Committee will sponsor a minimum of 5 activities for the staff to engage in outside of school.</p>		Sunshine Committee, Principal	Staff retention				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Leadership Team will organize a minimum of 5 Emotional Bank Account deposits for staff.</p>		Core Leadership team	Staff retention				
<p>Funding Sources: 199 - General Fund - 1500.00</p>							

<p>TEA Priorities Improve low-performing schools Critical Success Factors CSF 5</p> <p>6) Each Timberline student will receive a positive call, email or post-card home during the school year.</p>		Lighthouse Team					
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 1: Students from poverty often experience emotional and social challenges that impact their learning.</p>

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 1: 100% of Timberline students will participate in extracurricular clubs during the 18-19 school year.

Evaluation Data Source(s) 1: club attendance logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Time during school day utilized to provide club time 6 times.	2.5	Club coordinator, Lighthouse team, Asst. Principal	EOY student voice surveys, student, parent and staff commentary				
Funding Sources: 199 - General Fund - 400.00							
Critical Success Factors CSF 5 CSF 6 2) Provide students extracurricular opportunities outside of the school day including: Ballet Folklorico Basketball Art Club Choir Leaders in Theatre Lifestage Musical Productions Good News Club	2.5	TES staff, Principal	BOY and EOY student voice surveys, student, parent and staff commentary				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 2: Using survey as data point, we will increase student perception of student voice in learning and campus decisions.

Evaluation Data Source(s) 2: EOY student voice surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Design and administer surveys to determine student perceptions of student voice.	2.5	Core Team, learning teams	End of Year surveys				
Critical Success Factors CSF 6 2) All students will hold a leadership job during the 18-19 school year.	2.5	Lighthouse teams, grade level teams, Asst. Principal	EOY student voice surveys				
Critical Success Factors CSF 6 3) Students will hold be members on the PTSA - Parent, Teacher, Student Association.	2.5	PTA staff coordinator	Minutes from meetings				
Critical Success Factors CSF 1 CSF 6 CSF 7 4) Students will self-regulate and evaluate their learning daily using Learning Targets.	2.4, 2.6	learning teams, CLT	EOY year student voice surveys; data collected using feedback form				
<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: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 3: 100% of Timberline students will attain at least one personal and two academic goals.

Evaluation Data Source(s) 3: leadership notebooks

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Students and teachers will collaborate to develop and evaluate lead measures in goal setting conferences.		Lighthouse team, Principal, learning team	goal attainment as evidenced in leadership notebooks, goal conferences built into instructional time				
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) 100% of TES students in K-5 will maintain Leadership notebooks to monitor goal attainment and learning.	2.4, 2.6	learning teams	goal attainment as evidenced in leadership notebooks; notebooks used during conferences; parent, staff and student feedback				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implement Principal's 200 Club during the Spring semester	2.5						
Funding Sources: 211 - ESEA Title I, Part A - 1000.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 2 4) Provide for after school time to support goal setting conferences with fidelity	2.4, 2.6						
Funding Sources: 211 - ESEA Title I, Part A - 4000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.





Performance Objective 1: 65% of K-2 students will meet or exceed district expectations on multiple assessment measures.

Evaluation Data Source(s) 1: DRA components, iStation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) PreK-2nd grade teachers will implement strategies learned in Phonological Awareness Professional Learning.</p>	2.4, 2.6	Literacy Interventionist	85% of K-2 students will meet or exceed district EOY expectations on Hearing and Recording Sounds, DRA data, and iStation data.				
Problem Statements: Student Academic Achievement 4							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Family Literacy Nights (2x in Spring semester) in the Learning Commons to build capacity in reading strategies for students and parents.</p>	3.2	Librarian, Principal, literacy interventionists	Increase parent participation based on event sign in sheets				
Funding Sources: 211 - ESEA Title I, Part A - 800.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) 100% of staff will engage in Implementation of Reading Strategies provided through Heinemann Professional Development.</p>	2.4, 2.6	Learning Liaison and Assoc. Principal of Instruction	65% of K-2 students will meet or exceed district expectations on multiple assessment measures including iStation and DRA. Students in grades 3-5 who met or mastered standard on STAAR reading assessments to 46%.				
Funding Sources: 211 - ESEA Title I, Part A - 5000.00							
<p>Critical Success Factors CSF 5</p> <p>4) Utilize Ready Rosie program with our families in order to support students' academic success.</p>	2.6	Parent Liaison	20% increase in parent participation from 17-18.				
Funding Sources: 211 - ESEA Title I, Part A - 1300.00							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Instructional staff will engage in professional learning for new K-5 ELAR TEKS through LETRs training.</p>	2.5	ELAR Representatives, learning liaison, Assoc. principal of instruction	Improved student achievement on state and local assessments				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) RtI will continue focus on Tier 1 Interventions.</p>	2.4, 2.6	Principal, Assoc. Principal, Learning Liaison and Student Support Specialist	DRA2 and iStation end of the year data will show that students met their targeted growth.				
Problem Statements: Student Academic Achievement 4							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) All K-2 students will be provided the opportunity to utilize their digital devices at school and home to access high quality English and Spanish reading materials.</p>	2.4, 2.5, 2.6	learning teams	Students will build fluency and core literacy skills.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) Identified students will receive personalized support through tutoring in reading and math.</p>	2.4, 2.6	Principal, Associate Principal	DRA2 and iStation end of the year data will show that students met their targeted growth.				
Problem Statements: Student Academic Achievement 4							
Funding Sources: 211 - ESEA Title I, Part A - 3000.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>9) K-2nd staff will complete continued professional learning with Heinemann observation and followup feedback provided by Heinemann staff.</p>	2.5, 2.6	TES teachers, Principal, Associate principal, Learning Liaison	Students will meet or exceed mastery on end of year district expectations/beginning of year readiness as shown on iStation data.				
Problem Statements: Student Achievement 1							
Funding Sources: 211 - ESEA Title I, Part A - 6000.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) All staff new to Timberline will participate in required dyslexia simulation and other GCISD professional development regarding dyslexia identification and instruction.</p>	2.6	literacy interventionist	Improved teacher knowledge and understanding about early identification, best instructional practices, and implementation of needed accommodations for students with dyslexia.				
<p>Critical Success Factors CSF 1</p> <p>11) Identified students will receive targeted and consistent Dyslexia intervention.</p>		Associate Principal, Campus literacy interventionists	Timberline students will be on target to meet our district expectations.				

Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 12) Behavior Interventionist will provide social/emotional Tier II and Tier III interventions and also parent trainings.	2.5	Interventionist	Increase student learning time and success, improved relationships with parents				
Problem Statements: Demographics 1 - Student Academic Achievement 3 Funding Sources: 215 - ESEA Title I, Part D - 30000.00							
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Performance Objective 1 Problem Statements:






Student Achievement
Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers Root Cause 1: Misalignment between written (TEKS) , tested and taught curriculum in K-5
Demographics
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Student Academic Achievement
Problem Statement 3: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 3: Parents do not have tools and information necessary to support their students.
Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 4: Students from poverty may begin school lacking academic readiness skills which impact formal learning.













Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 2: We will increase the number of students in grades 3-5 who met or mastered standard on STAAR reading assessments to 46%.

Evaluation Data Source(s) 2: Student performance on state assessment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Instructional staff will engage in professional learning for new K-5 ELAR TEKS through LETRs training.</p>	2.5	ELAR Representatives, learning liaison, Assoc. principal of instruction	Improved student achievement on state and local assessments				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) 100% of staff will engage in Implementation of Reading Strategies provided through Heinemann Professional Development.</p>	2.4, 2.6	Learning Liaison and Assoc. Principal of Instruction	65% of K-2 students will meet or exceed district expectations on multiple assessment measures including iStation and DRA. Students in grades 3-5 who meet or master standard on STAAR reading assessments will increase to 46%.				
Funding Sources: 211 - ESEA Title I, Part A - 5000.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) RTI will continue focus on Tier 1 interventions.</p>	2.4, 2.5, 2.6	Principal, Assoc. Principal, Learning Liaison and Student Support Specialist	DRA2 and iStation end of the year data will show that students met their targeted growth.				
Problem Statements: Student Academic Achievement 1, 4							
Funding Sources: 211 - ESEA Title I, Part A - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Family Literacy Nights (2x in spring semester) in the Learning Commons to build capacity in reading strategies for students and parents.</p>	3.2	Librarian, Principal, literacy interventionist	Increase parent participation based on event sign in sheets				
Funding Sources: 211 - ESEA Title I, Part A - 800.00							

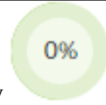
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) All 3-5 students will be provided the opportunity to utilize their digital devices at home to participate in campus-designed learning experiences.</p>	2.5	learning teams	Students will build fluency in core content areas weekly and during holidays.				
<p>Targeted Support Strategy Critical Success Factors CSF 4</p> <p>6) Identified students will receive personalized support through tutoring in reading and math.</p>	2.6	Principal, Associate Principal, Student Support Specialist	<p>Station end of the year data will show that students met their targeted growth.</p> <p>Students in grades 3-5 who meet or master standard on STAAR reading assessments will increase to 46%.</p>				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - 7000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) We will identify approximately 80 of our highest need students at 3-5 for target numeracy and literacy interventions during Saturday camps.</p>	2.4, 2.6	TES teaching staff (7), Principal, Associate principal	Students will meet or exceed mastery on end of year district expectations/beginning of year readiness as shown on iStation data.				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - 7150.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) All staff new to Timberline will participate in required dyslexia simulation and other GCISD professional development regarding dyslexia identification and instruction.</p>	2.5	literacy interventionist	Improved teacher knowledge and understanding about early identification, best instructional practices, and implementation of needed accommodations for students with dyslexia.				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>9) Identified students will receive targeted and consistent Dyslexia intervention.</p>	2.6	Associate Principal, Campus literacy interventionists	Timberline students will be on target to meet our district expectations.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>10) Behavior Interventionist will provide social/emotional Tier II and Tier III interventions and also parent trainings.</p>	2.5	Interventionist	Increase student learning time and success, improved relationships with parents				
<p>Funding Sources: 215 - ESEA Title I, Part D - 30000.00</p>							
<p>11) 3rd-5th grade teachers will attend STARR focused Lead4Ward Training in January</p>	2.4	Assc. Principal, Learning Liaison					
<p>Funding Sources: 211 - ESEA Title I, Part A - 4000.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers **Root Cause 1:** Misalignment between written (TEKS) , tested and taught curriculum in K-5

Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. **Root Cause 4:** Students from poverty may begin school lacking academic readiness skills which impact formal learning.

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 3: We will increase the number of students in grades 3-5 who met or mastered standard on STAAR math assessments to 50%.

Evaluation Data Source(s) 3: Student performance on state assessment

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Click on Math TEKS will be used as a resource to increase teachers' ability to align learning targets to state standards.</p>	2.5	Assoc. Principal, Learning Liaison	learning targets and lessons; campus and district math assessments				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Identified teachers in grades 3-5 will engage in Mathematical Problem-solving PD through ESC 11.</p>	2.4, 2.6	Associate Principal of Instruction, Learning Liaison	Students in grades 3-5 who met or mastered standard on STAAR math assessments will increase to 50%.				
Funding Sources: 211 - ESEA Title I, Part A - 300.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) RTI will continue focus on Tier 1 Interventions.</p>	2.4, 2.5, 2.6	Principal, Assoc. Principal, Learning Liaison and Student Support Specialist	DRA2 and iStation end of the year data will show that students met their targeted growth.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) All 3-5 students will be provided the opportunity to utilize their digital devices at home to participate in campus-designed learning experiences.</p>	2.5	learning teams	Students will build fluency in core content areas weekly and during holidays.				
<p>Critical Success Factors CSF 4</p> <p>5) Identified students will receive personalized support through tutoring in reading and math.</p>	2.6	Principal, Associate Principal	<p>iStation end of the year data will show that students met their targeted growth.</p> <p>Students in grades 3-5 who meet or master standard on STAAR math assessments will increase to 50%.</p>				
Funding Sources: 211 - ESEA Title I, Part A - 7000.00							

Critical Success Factors CSF 1 CSF 4 6) We will identify approximately 80 of our highest need students at 3-5 for target numeracy and literacy interventions during Saturday camps.	2.4, 2.6	TES teaching staff (7), Principal, Associate principal	Students will meet or exceed mastery on end of year district expectations/beginning of year readiness as shown on iStation data.				
	Funding Sources: 211 - ESEA Title I, Part A - 7150.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 7) Behavior Interventionist will provide social/emotional Tier II and Tier III interventions and also parent trainings.	2.5	Interventionist	Increase student learning time and success, improved relationships with parents	✗	✗	✗	
	Funding Sources: 215 - ESEA Title I, Part D - 30000.00						
8) 3rd-5th grade teachers will attend STARR focused Lead4Ward Training in January	2.4	Asse. Principal, Learning Liaison					
	Funding Sources: 211 - ESEA Title I, Part A - 4000.00						

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 4: We will increase the number of students in grade 5 who met or mastered standard on STAAR science assessment to 40%.

Evaluation Data Source(s) 4: State assessments

Summative Evaluation 4:

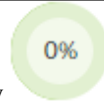
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Instructional coaches collaborate with instructional staff to develop tightly aligned instruction and assessment opportunities.</p>	2.5	Learning teams and instructional coaches	Students in grade 5 who meet or master standard on STAAR science assessment will increase to 40%. 70% of 5th graders will meet or exceed standard on district TEKS Checks				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All 5th grade students will be provided the opportunity to utilize their digital devices at school and at home to participate in campus-designed science experiences.</p>		learning teams	Deeper content knowledge as evidenced on TEKS Checks				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) RTI will continue focus on Tier 1 Interventions.</p>	2.4, 2.6	Principal, Assoc. Principal, Learning Liaison and Student Support Specialist	DRA2 and iStation end of the year data will show that students met their targeted growth.				
Problem Statements: Student Academic Achievement 4							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Behavior Interventionist will provide social/emotional Tier II and Tier III interventions and also parent trainings.</p>	2.5	Interventionist	Increase student learning time and success, improved relationships with parents				
Problem Statements: Demographics 1 - Student Academic Achievement 3							
Funding Sources: 215 - ESEA Title I, Part D - 30000.00							
<p>5) 3rd-5th grade teachers will attend STARR focused Lead4Ward Training in January</p>	2.4	Assc. Principal, Learning Liaison					
Funding Sources: 211 - ESEA Title I, Part A - 4000.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:






Demographics
Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 1: Students from poverty often experience emotional and social challenges that impact their learning.
Student Academic Achievement
Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers Root Cause 1: Misalignment between written (TEKS) , tested and taught curriculum in K-5
Problem Statement 3: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 3: Parents do not have tools and information necessary to support their students.
Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 4: Students from poverty may begin school lacking academic readiness skills which impact formal learning.

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 5: We will increase the number of students in grades 1-5 who take and pass math telescoping assessment.

Evaluation Data Source(s) 5: Telescoping assessment

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) GT Lead will push in to provide embedded support for students and teachers.		Assoc. Principal and G/T LEAD	Revised learning targets as performance of understanding, increased number of students at masters				
Critical Success Factors CSF 1 2) G/T LEAD to collaborate on design and assessment of TEKS-extended learning during extended PLC.		Principal, Assoc. Principal and Learning Liaison, G/T LEAD	Learning targets and lesson plans will have evidence of TEKS-extensions, district and state assessment				
Targeted Support Strategy Critical Success Factors CSF 1 3) WIN-WIN tutor provides instruction to identified students for next grade level TEKS.	2.5	WIN-WIN tutor	Students who mastered previous year's STAAR mathematics standard will take telescoping assessment.				
Funding Sources: 211 - ESEA Title I, Part A - 3500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							










Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 1: 100% of instructional and administrative staff will increase the number of positive interactions in order to strengthen relationships.

Evaluation Data Source(s) 1: Family Communication Google form analytics, event attendance logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Develop Parent Leadership team, consisting of one parent for each classroom, to facilitate communication and parent involvement.</p>	3.2	Principal, parent liaison	National Night Out, Oct. 2nd National Night Out, TBD Additional event TBD				
Funding Sources: 211 - ESEA Title I, Part A - 500.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Principal will conduct monthly Bridge Parent Meetings, one during the day and one in the evening for each month.</p>	3.1, 3.2	Principal	Increase in parent attendance at all events				
Funding Sources: 211 - ESEA Title I, Part A - 600.00							
<p>Critical Success Factors CSF 6</p> <p>3) Principal will conduct individual teacher checkins once each semester to solicit feedback and input on campus initiatives and vision.</p>							
<p>Critical Success Factors CSF 5</p> <p>4) Monthly Family Dual Language Nights, where native English and native Spanish-speaking adults learn from each other.</p>	3.2	Parent liaison and leadership team	Increase parent participation based on event sign in sheets				
Funding Sources: 211 - ESEA Title I, Part A - 200.00							

<p>Critical Success Factors CSF 5</p> <p>5) Campus sub-site coordinator will work with local strategic communications resource to leverage TES social media to improve two way communication and campus brand.</p>	3.1	principal, sub-site coordinator	Increased awareness of campus goals and resources.				
<p>Critical Success Factors CSF 5</p> <p>6) Design Google form utilized campus wide to collect quantitative and qualitative communication data.</p>		Principal, learning teams	communication data				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Family Literacy Nights 2x in spring semester in the Learning Commons to establish it as a community resources.</p>	3.2	Librarian, Principal	Increase parent participation based on event sign in sheets				
<p>Funding Sources: 211 - ESEA Title I, Part A - 800.00</p>							
<p>Critical Success Factors CSF 5</p> <p>8) Establish staff member as dedicated translator for all campus communications.</p>							
<p>Funding Sources: 211 - ESEA Title I, Part A - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: LEAD 2021 Finance Strategy: We will practice thoughtful management of district resources and expand opportunities by establishing partnerships, as well as, develop a budget that focuses on student academics and activities while also considering the funding limitations to ensure fiscal responsibility.

Performance Objective 1: Campus funds will be utilized to provide direct support to instructional staff and students in order to increase student achievement.

Evaluation Data Source(s) 1: Campus, district and state assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Associate Principal of Instruction will facilitate alignment of instruction and assessment to TEKS by teachers; and support teachers in analyzing associated data.</p>	2.4, 2.5, 2.6	Principal, Assoc. Principal	<p>65% of K-2 students will meet or exceed district expectations on multiple assessment measures including iStation and DRA.</p> <p>Students in grades 3-5 who met or mastered standard on STAAR reading assessments will increase to 46%.</p> <p>Students in grades 3-5 who meet or master standard on STAAR math assessments will increase to 50%</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The Student Support Specialist will work directly with students providing Tier II and Tier III interventions.</p>	2.4, 2.6	Principal, Student Support Specialist	<p>DRA2 and iStation end of the year data will show that students met their targeted growth.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - 0.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our students identified as economically disadvantaged are not achieving at the same rate as peers Root Cause 1: Misalignment between written (TEKS) , tested and taught curriculum in K-5
Student Academic Achievement
Problem Statement 4: Our students identified as economically disadvantaged are not achieving at the same rate as peers. Root Cause 4: Students from poverty may begin school lacking academic readiness skills which impact formal learning.

Goal 5: LEAD 2021 Finance Strategy: We will practice thoughtful management of district resources and expand opportunities by establishing partnerships, as well as, develop a budget that focuses on student academics and activities while also considering the funding limitations to ensure fiscal responsibility.

Performance Objective 2: Campus funds will be utilized to directly and purposefully involve parents of at-risk students.

Evaluation Data Source(s) 2: State-reported at-risk data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Our Bilingual Parent Liaison will structure stronger involvement with identified parents in English and in Spanish.	3.1, 3.2	Parent Liaison, Principal	Increase in family attendance from BOY to EOY as evidenced on sign-in sheets				
Funding Sources: 211 - ESEA Title I, Part A - 0.00							
Critical Success Factors CSF 5 2) Utilize Ready Rosie program with our families in order to support students' academic success.	2.6	Parent Liaison	20% increase in parent participation from 17-18.				
Funding Sources: 211 - ESEA Title I, Part A - 1300.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: LEAD 2021 Facilities Strategy: We will ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

Performance Objective 1: Measures will be implemented in order to significantly increase student safety.

Evaluation Data Source(s) 1: Incident reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Dismissal and Arrival Meetings to communicate procedures increasing student safety.	3.2	Principal	Increased student safety during dismissal and arrival.				
Critical Success Factors CSF 6 2) Implement campus Safety Team Meetings, including community resources, to continually evaluate EOP.		Asst Principal and Principal	Ongoing improvements to Timberline's Emergency Safety Plan				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Moral items and events		\$1,500.00
2	1	1	Sharpen the Saw Club Days materials		\$400.00
Sub-Total					\$1,900.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Subs for ESC Math Problem Solving PD		\$300.00
1	1	7	Lead4Ward training 3rd-5th Math, Reading, Writing and Science		\$4,000.00
1	1	8	Fee for onsite Heinemann consultant -all staff		\$5,000.00
1	2	1	Leader in Me student journals		\$4,200.00
1	2	3	substitute teachers		\$0.00
2	3	3	Principal's 200 Club costs		\$1,000.00
2	3	4	Compensation for off contract time - Goal setting conferences		\$4,000.00
3	1	2	PreK - 5th Literacy Night materials		\$800.00
3	1	3	Fee for onsite Heinemann consultant - all staff		\$5,000.00
3	1	4	Ready Rosie Program		\$1,300.00
3	1	8	1st and 2nd Grade Tier I/II WIN-WIN support		\$3,000.00
3	1	9	K-2 Heinemann Onsite Follow-up		\$6,000.00
3	2	2	Fee for onsite Heinemann consultant - all staff		\$5,000.00
3	2	3	additional instructional support		\$0.00
3	2	4	PreK - 5th Literacy Night materials		\$800.00
3	2	6	3rd - 5th Tier I/II WIN-WIN support		\$7,000.00
3	2	7	3rd - 5th Saturday Math/Rdg Camps - materials and teacher compensation		\$7,150.00
3	2	11	Lead4Ward training 3rd-5th Math, Reading, Writing, and Science		\$4,000.00

3	3	2	Subs for ESC Math Problem Solving PD		\$300.00
3	3	5	3rd - 5th Tier I/II WIN-WIN support		\$7,000.00
3	3	6	3rd - 5th Saturday Math/Rdg Camps		\$7,150.00
3	3	8	Lead4Ward training 3rd-5th Math, Reading, Writing, and Science		\$4,000.00
3	4	5	Lead4Ward training 3rd-5th Math, Reading, Writing, and Science		\$4,000.00
3	5	3	2nd - 5th Math Extension support and assessment costs for eligible students		\$3,500.00
4	1	1	Parent Center supplies		\$500.00
4	1	2	Project Bridge supplies		\$600.00
4	1	4	Dual Language Family Meetings		\$200.00
4	1	7	PreK - 5th Literacy Night materials		\$800.00
4	1	8	stipends for translator		\$1,000.00
5	1	1			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	2	2	Ready Rosie program		\$1,300.00
Sub-Total					\$88,900.00
215 - ESEA Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	12	interventionist		\$30,000.00
3	2	10	interventionist		\$30,000.00
3	3	7	interventionist		\$30,000.00
3	4	4	interventionist		\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$210,800.00