Dr. James L. Burch Campus Turnaround Plan
May 19, 2016

We welcome your input. Please go to the following link  
https://www.surveymonkey.com/r/CNL3XP5 to make comments or suggestions.

YEAR 1

System Root Cause *(Describe the systemic root cause that led to low student performance.)*

The systemic root cause that has led to low student performance is poor teacher quality exacerbated by ineffective leadership.

Turnaround Imitative *(Describe your systemic approach for turning around the campus.)*

The systematic approach to turnaround Burch Intermediate is to involve all stakeholders in executing the selected Critical Success Factors (CSFs) with validity. This includes 1) putting into place effective organizational structures such as a district-level Director of Academics to provide leadership and management support to the campus administrator; 2) utilizing a teacher evaluation and walkthrough tool combined with online professional development that can be tailored to each individual teachers’ professional growth and development, 3) implementing a more challenging curriculum with assessments so that all student populations (to include our sub populations) gain the academic, social, and emotional skills needed to be successful. It has been determined that the successful understanding and synthesizing of the following CSFs will have the greatest impact on Burch, its staff, all grades and all students - Improve Academic Performance (CSF 1); Increase Leadership Effectiveness (CSF 3), and Increase Teacher Quality (CSF 7). Comprehensive change will occur when all stakeholders (students, teachers, staff, parents, and community) are actively and authentically engaged in designing and implementing changes needed to reach our vision of a campus where everyone is involved in learning and sharing knowledge to improve student achievement.

Impacted Critical Success Factors:
CSF 1 – Academic Performance (Curriculum & Instruction)
CSF 3 – Leadership Effectiveness
CSF 7 – Teacher Quality

Outcome *(Describe how the turnaround initiative will resolve the identified system root cause.)*
CSF 1 – Improve Academic Performance and CSF 7 – Increase Teacher Quality: We will achieve academic excellence by delivering high quality lessons and assessments to every student. By using a teacher evaluation instrument (T-TESS) which is equipped with an aligned professional development tool, teachers will receive tailored online professional development based upon 1) individual goals; 2) administrator walkthroughs and feedback; and 3) previously identified weaknesses thereby increasing their capacity to provide effective instruction. Teachers will use assessment generator software that is aligned with the TEKS and student expectations to create classroom based assessments at the level of rigor established in the TEKS standards to garner evidence for student growth. Data based decision making will become the cultural norm of the campus. Campus leadership will spend at least 40% of their time observing classrooms, thus ensuring lesson objectives and activities are aligned to the TEKS and are at the level of the TEKS standard, students are learning and able to demonstrate mastery, students are authentically engaged in the lesson, teaching from bell to bell, and providing feedback, coaching and modeling as needed. Students are not disrupting learning time with inappropriate behavior; instead, if needed they are continuing their learning in the Turnaround Room.

CSF 3 – Increase Effective Leadership: To increase effective leadership, the Director of Academics will conduct trainings on effective leadership strategies and practices, meet weekly with the principal to discuss what is going well and what is not, and conduct walkthroughs with and without the principal to monitor teacher and student progress. Principal and district staff will develop professional development schedule based upon the results of the walkthroughs and other observations. In addition, campus leadership will participate in leadership training provided by ESC 20.

**Processes/Procedures** *(What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?)*

CSF 1 – Improve Academic Performance

a. Students will be responsible for their own learning by authentically engaging (turn n talking, using academic vocabulary, listening, taking notes, presenting) in the lessons and they will; if the lessons are engaging, interesting, relevant, and aligned to the TEKS.

b. Students will demonstrate mastery of core content by applying learning objectives to real world situations. (cross-curricular projects).

c. Each student will have a take-home folder for the parent that will hold a daily parent communication log, homework schedule, and campus newsletters or notes. Folders will be color coded per grade level. Daily, parents will sign communication logs and return them to school with completed homework.

d. Students will monitor their own mastery of content using weekly self-tracking documents in each core subject.
e. The implementation of a school wide PBIS (Positive Behavior Intervention System) Program that is followed with fidelity will increase classroom & individual learning time, self-esteem, and respect for others.

f. Classroom based assessments will be created using online assessment database which houses state standards, student expectations, and questions that are at the level of rigor established by the state standards.

g. Software used in daily walkthrough process provides immediate feedback and suggested professional development that addresses teacher strengths and weaknesses/content.

CSF3 – Increased Leadership Effectiveness

a. Monthly principal meetings/professional learning community with the Director of Academics provided by the district to increase principal effectiveness.

b. Dedicated office and walkthrough schedule to allow maximum time with students and teachers in the classroom.

c. Use of an effective evaluation tool with an online professional development tool to tailor professional development to help principals develop goals and increase their strengths and decrease their weaknesses.

d. Utilize ESC 20’s resources to provide Leadership Training including Transformation Leadership Institute.

CSF7 – Increase Teacher Quality

a. An early and aggressive teacher recruitment plan will be implemented utilizing a variety of advertising media, job fairs, and recruitment tactics to recruit experienced highly qualified teachers.

b. Provide a Turnaround Incentive of $2,500 a year to highly qualified, effective teachers who provide at least 60 hours of after-school or Saturday school tutoring throughout the school year beginning the end of the first six weeks and ending April 30, 2017.

c. Provide professional development on 1) how to utilize data to determine effective instructional strategies, learning styles, flexible groupings, modifications, and extended learning opportunities, 2) teacher, student and parent expectations for intervention and tutoring sessions, 3) how to integrate technology to make instruction more engaging; 4) how to provide real world and project based learning systems; 5) how to develop a lesson plan using a lesson cycle such the 5Es; 6) how to differentiate instruction; 7) how to identify learning difficulties, diagnosing student needs, determining effective instructional strategies, and ensuring equitable access for student learning; and 8) and effective identification and implementation of RTI.

d. Improve teacher attendance and retention by clearly demonstrating how important their presence and active contribution is to student learning and the turnaround process through celebrations.

e. Teacher professional development on the school wide Positive Behavior Intervention System
Use of an effective evaluation tool, TTESS, with online professional development to help teachers develop goals and increase their strengths and decrease their weaknesses to improve their efficacy and practice.

Scheduled weekly professional learning community time for teachers to voice, share, and receive effective teaching strategies to improve their classroom instruction.

Peer to Peer Observations to enhance teacher perception/knowledge of classroom management and instruction.

A three-day orientation for new teachers to: 1) become familiar with the campus and its culture; 2) absorb teacher expectations listed in “c” above; 3) observe effective peers; and 4) principal approved lesson plans.

**Communication** *(How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?)*

The Campus Leadership Team (CLT), teachers, parents and community members are being kept apprised of the turnaround plan as it evolves; and they are encouraged to provide their input throughout the process to ensure a clear vision of learning and sharing knowledge to improve student achievement. Communication regarding the approved turnaround initiative will become official as soon as the plan is approved by the Board of Directors. During the summer break, all stakeholders will be invited to Turnaround Meetings to publicize the turnaround plan goals, objectives, and procedures to obtain stakeholder buy-in and to discuss the importance of everyone’s participation in the turnaround process. The turnaround plan will be communicated to all stakeholders via the campus webpages, district website, and parent letters. Expectation meetings will be held with faculty and staff before school starts with weekly follow-up meetings at least for the first semester. Follow-up meetings will be used to provide formative and summative evaluations of the turnaround plan, the procedures and processes used, and how they affect student achievement. In addition, follow-up meetings will be the forum for all faculty and staff to communicate successes and challenges. Depending on the need, meetings may be held monthly after the first semester. The Superintendent will meet with the Turnaround Team on a weekly basis. Turnaround progress, as well as services offered such as tutoring, interventions, extended learning programs, attainment of new resources will be included in the monthly newsletters and discussed at monthly PTO meetings. All stakeholders will be invited to quarterly progress meetings. Meetings will be held afterschool to maximize attendance. The Campus Leader will provide a Turnaround Progress Report to the Board of Directors on a monthly basis. Progress reports will be sent to TEA in a timely manner and format requested, as required.

**Organizational Structure** *(How will you eliminate barriers to improvement, redefine staff roles and responsibilities, as necessary and empower staff to be responsive in support of the turnaround initiative.)*
The leading barriers to improvement are 1) high teacher turnover; 2) new, inexperienced teachers; and 3) inexperienced leaders. The Superintendent will provide overall guidance for the implantation and assessment of the Burch turnaround plan. The majority of her directives regarding the plan will be carried out through the Director of Academics and the campus principal; however, she will ensure that the other district offices such as Finance, Human Resources, and Federal Programs will provide the necessary support needed to ensure effective implementation. The Director of Academics will a) provide leadership training to the campus administrator, b) meet weekly with the campus administrator to discuss what is going well and what is not, discuss needed professional development, and conduct walkthroughs, and c) provide principal input on the progress, or lack thereof, by teachers and students and recommend new strategies and procedures. If needed, the Director of Academics will conduct teacher training. The Director of Academics will also help the principal plan for and conduct the turnaround meetings.

**Capacity and Resources** *(Describe the staff that are required to implement the plan. [Specify any new full time employees as a result of this initiative. Describe how personnel resources are different from the previous school year.]*)

To ensure success of the turnaround initiative, the following staffing will be utilized:

1. Current faculty and staff will be retained dependent on favorable evaluations and student assessments results.

2. The two current paraprofessionals (if a favorable evaluation is earned) will be retained and assigned to the 4th and 5th grade reading teachers. An additional para will be hired and assigned to the 6th grade reading teachers. These positions may be used as needed as substitutes, but only in their grade levels. They will not be asked to run errands, complete paperwork or make copies. Within the reading classes they will be used for inclusion within the classroom or to pull out students. How they are best utilized will be determined by the teacher and based on data and student needs. The paraprofessional currently assigned to the Special Education Teacher will continue to assist that teacher. A new paraprofessional will be assigned to assist the ESL students with pullouts.

3. Currently, the two paraprofessionals are assigned as the math and reading interventionist; however, they are often pulled to serve as substitutes. Instead of using paraprofessionals as the first responder when a substitute is needed; the district will hire a permanent substitute for Burch. On the days that a sub is not needed, this person will be assigned to the math interventionist to assist with additional instruction. Every effort will be made to hire a substitute that is degreed and highly qualified.

4. The math interventionist position will be switched from a paraprofessional to a highly-qualified math teacher who has demonstrated success as a math teacher.
5. The counselor position will be redefined from a part-time position to a full-time position.

6. To improve student discipline and classroom management, a “turnaround classroom” will be established. The classroom will be led by a HQ, experienced teacher. Instead of sending a student to the office because of a discipline issue, the student will be sent to the Turnaround Room. The teacher will send current assignments with the student to the Turnaround Room. The Turnaround Teacher will determine when the student is ready to return to class.

### Capacity and Resources

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<thead>
<tr>
<th>Capacity</th>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>Payroll</td>
<td>266,950</td>
<td>Burch will use State, Title I, and SCE funds to provide a full-time experienced, HQ Turnaround Teacher and Math Interventionist ($76,000). Currently Burch has a part-time counselor, this position will be increased to full-time ($45,000). To ensure learning continues, a permanent substitute will be added ($25,245). An additional paraprofessional will be added to provide a para for each grade level ($18,000). The paraprofessionals will be assigned to the reading teachers and will provide reading interventions. Also funds will be allocated to hire an paraprofessional to serve ESL students ($18,000). Additional funds will be allocated to Burch to pay for extra duty pay for after school tutoring and Saturday School ($10,000). As professionals and paraprofessional alike will be expected put in extra effort to make the turnaround a success, the district will offer a Turnaround Incentive to those teachers and paras who are willing to provide at least 60, documented hours of tutoring during the school year ($46,250). Included in the over budget are funds to pay for benefits ($28,455).</td>
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<tr>
<td>Professional Development</td>
<td>15,000</td>
<td>To offset teacher inexperience and/or lack of content knowledge, additional funds will be set aside to bolster content knowledge and pedagogy in mathematics, reading and writing and to enhance classroom management skills.</td>
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| Supplies & Materials      | 28,000 | Funds will be designated for the Burch Turnaround to provide research-based, supplementary instructional supplies and materials to increase student achievement in math, reading, and writing to be used during interventions, afterschool tutoring, and Saturday School ($10,000). Supplemental materials specifically designed to help ELL and special needs students will be purchased to be used throughout the school day and during intervention time and/or tutoring ($5,000). To allow the use of high quality, research based software programs and strategies that are
specifically designed to improve student achievement, Burch will purchase computing devices dedicated for the math interventionist, the Turnaround Teacher, ESL teacher and the special education teacher ($12,000). Lastly, to bolster student morale and motivation we will set aside a small amount of state and local funds to purchase nominal student incentives such as certificates, pencils, erasers, stickers, etc. ($1,000).

| Other Operating Costs | 3,500 | Professional development opportunities will be essential to improving teacher quality. Additional funds have been set aside pay for teacher selected professional development at ESC 20 ($1,000). In order to improve the climate, it is imperative that we obtain parent and community support. We will set aside state and local funds to entice parents and community members to attend after school meetings by providing a snack ($1,000). Throughout the year, ESC20 offers workshops specifically designed to help parents become more involved in their children’s education. We are designating Title I funds to send interested parents and parent leaders to these workshops ($1,000). Lastly, we are reserving state and local funds to purchase nominal student behavior and motivation incentives such as ice cream, pizza, cookies, etc. ($500). Of course, these incentives will be in compliance with child nutrition guidelines and only served after lunch. |

| Capitol Outlay | 0 |

**YEAR 2**

Systemic Root Cause (Describe the systemic root cause that led to low student performance.)

The systemic root cause that has led to low student performance is poor teacher quality exacerbated by ineffective leadership.

**Turnaround Initiative** (Describe your systemic approach for turning around the campus.)

The systematic approach to turnaround Burch Intermediate is to continue to involve all stakeholders in executing the selected Critical Success Factors (CSFs) with validity. The Director of Academics will continue to provide leadership and management support to the campus administrator and the district will continue to utilize T-TESS for teacher evaluation and walkthroughs along with online professional development that can be tailored to each individual ‘teachers’ professional growth and development. The district will continue to implement its adopted rigorous curriculum with assessments so that all student populations see lasting improvement. The Burch Turnaround Plan will remain focused on the following CSFs - Improve Academic Performance (CSF 1);
Increase Leadership Effectiveness (CSF 3), and Increase Teacher Quality (CSF 7). Lasting change will occur as all stakeholders actively and authentically constantly work toward reaching our vision of a campus where everyone is involved in learning and sharing knowledge to improve student achievement.

**Impacted Critical Success Factors:**
CSF 1 – Academic Performance (Curriculum & Instruction)
CSF 3 – Leadership Effectiveness
CSF 7 – Teacher Quality

**Outcome (Describe how the turnaround initiative will resolve the identified system root cause.)**

Year two will find the district continuing its focus on CSF 1 – Improve Academic Performance, CSF 3 – Increase Effective Leadership, and CSF 7 – Increase Teacher Quality. High quality lessons and assessments are still being delivered to every student. As teachers move from being proficient to accomplished, classroom instruction is moving from being teacher focused to student lead. The use of the T-TESS is allowing teachers to continue to improve their ability to provide engaging instruction and to reach all students. Teachers will become more skillful at creating assessments that will provide a true reflection of student mastery. Through observations and walkthroughs, campus leadership will ensure teacher capacity and, therefore, student mastery will grow. Because instruction is becoming more student lead, the need for the Turnaround Room will lessen. To increase effective leadership, the Director of Academics will provide trainings on effective leadership strategies and practices as needed. The Director will continue to meet with weekly with the principal but the focus will change from day to day operations to problem solving and anticipating future needs. Principal will seek more leadership opportunities among peers and within ESC20.

**Processes/Procedures (What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?)**

**CSF 1 – Improve Academic Performance**

a. Students will spend less time learning through direct teacher instruction and more time learning through hands-on activities, project based learning, and utilizing online resource, thus demonstrating mastery of core content.

b. Weekly, “take home folders” will replace daily folders. Parents will sign weekly.

c. Students self-monitoring will continue and will utilize student portfolios.

d. The campus will become more adept at using the PBIS program which will decrease discipline referrals and the need for the Turnaround Room.

e. Rigorous classroom based assessments will be utilized to provide a true picture of student growth and mastery.

**CSF 3 – Increased Leadership Effectiveness**
a. Burch will continue monthly principal meetings/professional learning community with the Director of Academics provided by the district to increase principal effectiveness.
b. To ensure ongoing progress, campus leadership will use dedicated office and walkthrough schedule to allow maximum time with students and teachers in the classroom.
c. Sustained use of T-PESS will allow the principal to become more effective as a campus instructional leader.
d. The district and campus will continue to utilize ESC 20’s resources to provide leadership training for campus leadership.

CSF7 – Increase Teacher Quality

a. The district will continue its early and aggressive teacher recruitment plan and increase retention through the Turnaround Incentive of $2,500 a year.
b. It is evident that from the professional development obtained in Year 1 and continued in Year 2 as needed that: 1) practices derived from professional development have become institutionalized; 2) the level of use is clearly evident and measurable; 3) increased student performance is clearly evident; 3) the performance gaps among all student populations are narrowing; and 4) the results of professional development are monitored by changes in student performance.
c. Teacher attendance and retention has increased by 25%.
d. The campus maximizes the use of weekly professional learning community time for regular discussion of student work and achievement.
e. The campus will institutionalize the use of a three-day orientation for new teachers who arrive after school begins.

Communication (How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?)

The Campus Leadership Team (CLT), is apprised of progress, setbacks and changes to the turnaround plan as it evolves and provides continues feedback throughout the process. Follow-up meetings will be used to provide formative and summative evaluations of the turnaround plan, the procedures and processes used, and how they affect student achievement. All stakeholders will be kept informed of the progress meetings via a variety of methods such as newsletters, webpages, call alerts, personal invitations, local media, social media, and frequent meetings. The turnaround plan and its progress will continue to be a topic of discussion at monthly PTO meetings and within the monthly newsletter. The Campus Leader will provide a Turnaround Progress Report to the Board of Directors on a monthly basis. Progress reports will be sent to TEA in a timely manner and format requested, as required.
Organizational Structure *(How will you eliminate barriers to improvement, redefine staff roles and responsibilities, as necessary and empower staff to be responsive in support of the turnaround initiative.)*  

The Superintendent will continue to provide overall guidance for the implantation and assessment of the Burch turnaround plan and will ensure that other district offices such as Finance, Human Resources, and Federal Programs will provide the necessary support needed to ensure effective implementation. The Director of Academics will provide day to day support as needed and meet weekly with the campus administrator to review progress and obstacles.

Capacity and Resources *(Describe the staff that are required to implement the plan. Specify any new full time employees as a result of this initiative. Describe how personnel resources are different from the previous school year.)*

To ensure continued success of the turnaround initiative, all decisions will be research based, data based and student centered. Future growth plans will be based on data. We continue to provide instruction by highly-qualified staff and provide quality ongoing professional development as needed based on data. At this time it is anticipated that we will continue employing the following positions or position changes added in year one.

1. Paraprofessional will be assigned to help students struggling with reading, SPED students and ESL students.
2. A permanent substitute will be employed and when not needed in that capacity will continue to help with math interventions.
3. The highly-qualified math interventionist position will help struggling math students.
4. The counselor will continue as a full-time employee.
5. The Turnaround Teacher will continue to lead the Turnaround Classroom.

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<td>Note: All step raises will be provided if funds are available. Burch will use State, Title I, and SCE funds to provide a full-time experienced, HQ Turnaround Teacher and Math Interventionist ($77,600*); full-time counselor ($45,800); a permanent substitute will be added ($25,645), additional paraprofessional ($18,400); and ESL ($18,400). Additional funds will be allocated to Burch to pay for extra duty pay for after school tutoring and Saturday School ($10,000). As professionals and paraprofessional alike will be expected to put in extra effort to make the turnaround a success, the district will offer a Turnaround Incentive to those teachers and paraprofessionals who are willing to provide at least 60, documented hours of tutoring during the school year ($46,250). Included in the overall budget are funds to pay for benefits ($32,206).</td>
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