

Fort Worth Independent School District
081 Young Women's Leadership Academy (YWLA)
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our student enrollment is 469 students for the 2021-2022 school year. Over the last five years, we have experienced an increase in enrollment as our population has grown from 318-469 students.

Of our 73 incoming students, 45 (60%) of the incoming 6th graders are considered at risk. Of all grades, this grade level has a majority of students who are considered at risk, in comparison to all other grade levels, indicating a need for increased interventions. In 7th grade, 38 of the 99 students in the grade are at risk. 8th- 42 students are at risk out of the total of 95 students in the grade; 9th - 29 students are at risk out of the total of 65; 10th-23 students are at risk out of the total of 65; 11th- 13 students are at risk out of the total of 65; 12th - 15 students are at risk out of the total of 58 (205 total students at risk). In 2017-2018, there were 17 6th-graders, 20 7th-graders, 13-8t- graders, and 6 9th-graders who were at risk (56 total)

Projected enrollment for 2021-2022: 62 -6th grade; 91-7th grade; 84-8th grade; 59 -9th grade; 59-10th grade; 58- 11th grade; 56- 12th grade

Our student population of English Learners has nearly tripled from 34 (in 2017) to 109 (in 2022).

There are 4 6th-graders, 1 8th-grader, 1 9th-grader, and 1 11th-grader who have a special education indicator. In 3 years we have increased our special education population from 1 to 7 students.

17 out of 520 students have a Section 504 plan.

Students come from all over Fort Worth. Students from all pyramids and zipcodes are represented in campus dempgraphics.

According to PEIMS Home Language code, the home language breakdown is as follows:

231- Spanish

98-English

2- Arabic

9-Burmese

5- Other Languages

1-Farsi

2- Nepali

3- Portuguese

60% of faculty are people of color

Demographics Strengths

Diversity in race/ethnicity, geographic location, home languages, and socioeconomics.

The student population is reflective of district demographics.

Increase in enrollment and retention in the past 5 years.

We have developed more inclusive admission practices, as evidenced by increased numbers of students who are EL, SPED, 504, and at-risk.

Single-gender education

Diversity of faculty/staff population

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-risk students: failure rate **Root Cause:** Based on traditionally low numbers of at-risk students, the campus has not prioritized training faculty and staff on how to best meet student needs of at-risk students.

Problem Statement 2: Parents feel disconnected from the campus. **Root Cause:** Information being communicated is mostly in English, and often in Spanish, but rarely in other languages.

Problem Statement 3: Parents feel disconnected from campus. **Root Cause:** Campus is not located within neighborhood.





Student Learning





Student Learning Summary

Reading ?

Need To Strengthen Skills

Close to Being on Track for College Reading

School	2%		1 Test Taker(s)
District	30%		
State	15%		
Total Group	9%		

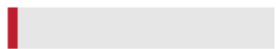


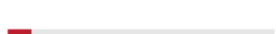
70%		38 Test Taker(s)
57%		
56%		
52%		





[See Students in Each Performance Group](#)

Writing and Language ?

Need To Strengthen Skills

Close to Being on Track for College Reading

School	4%		2 Test Taker(s)
District	28%		
State	15%		
Total Group	9%		









70%		38 Test Taker(s)
61%		
58%		
53%		

[See Students in Each Performance Group](#)

Math ?

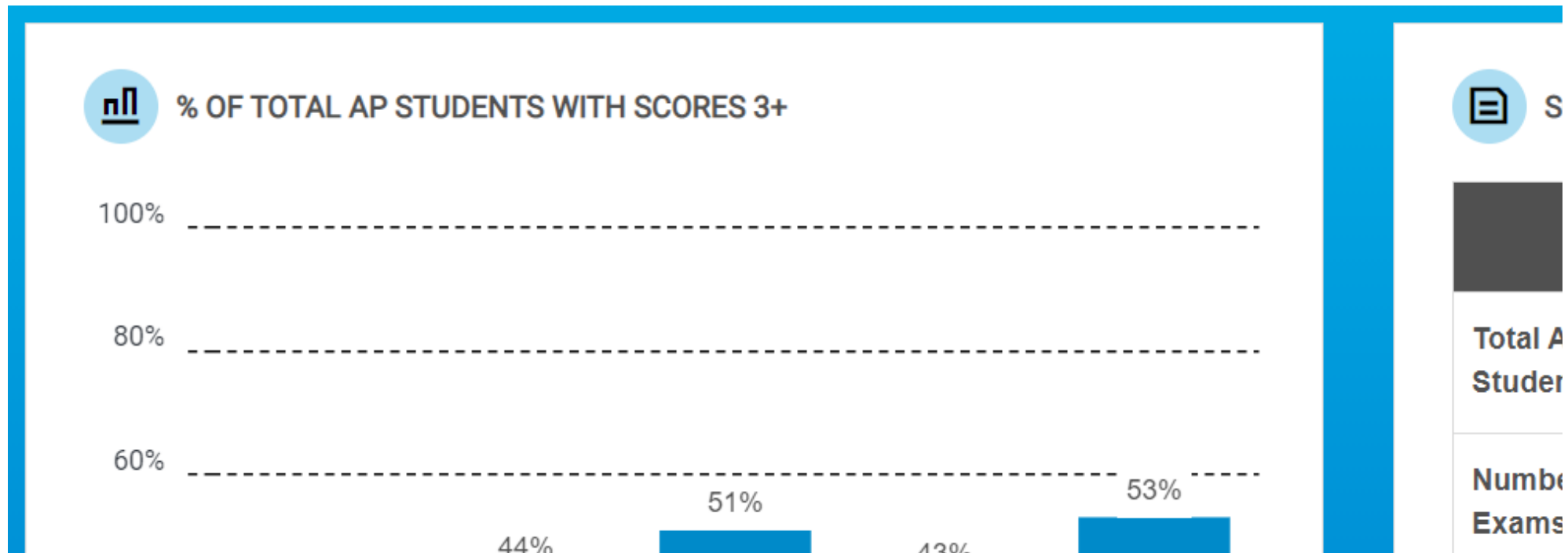
Need To Strengthen Skills

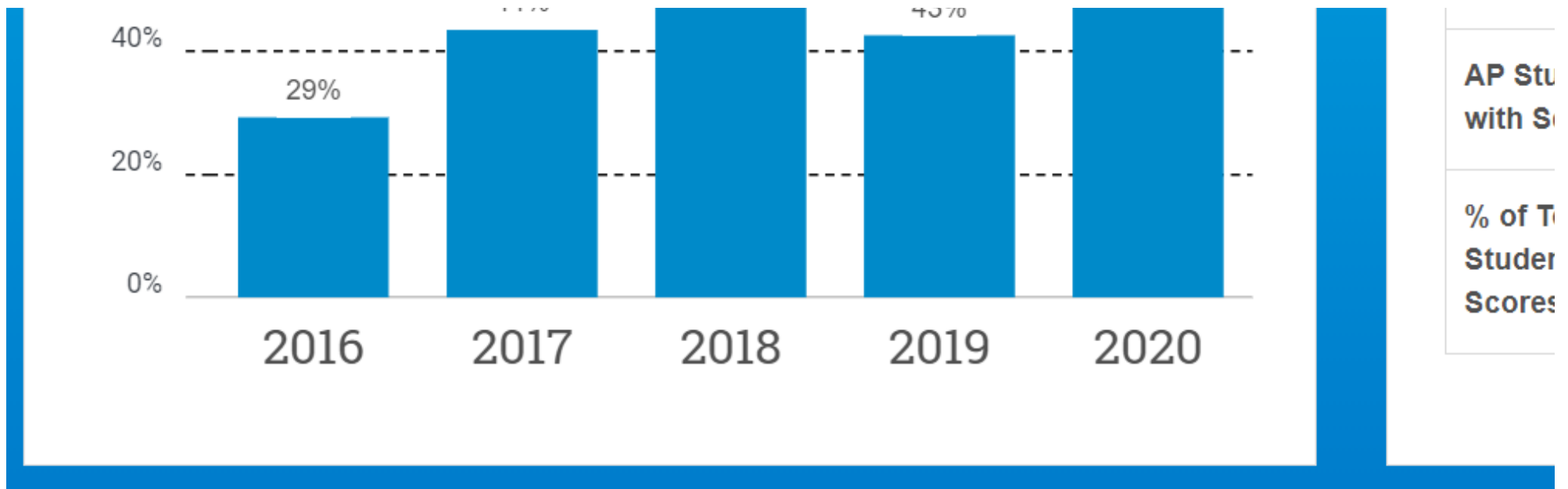
Close to Being on Track for College Reading

	Need To Strengthen Skills	Close to Being on Track for College Reading
School	13%  7 Test Taker(s)	85%  46 Test Taker(s)
District	40% 	57% 
State	22% 	66% 
Total Group	16% 	67% 

Our greatest need to strengthen is percentage of students with deficits in math, with 13%. 85 % of our students are on track to be college ready, while only 2% of our students meet or exceed the benchmark. The PSAT scores for the 11th grade increased from 10th grade. 11th (1007/526/481) 10th (975/497/477) While the overall score increased, the increase for math was the least amount with 4 points. Reading score increased 29 points.

96% of seniors graduated passing minimally one AP exam in 2020. 53% of all AP exams received qualifying scores of 3 or higher. 100% of current seniors met CCMR measure in August.





Student Learning Strengths

85% of our students are close to being on target to meet college readiness. Our students have increased in reading 29 points. Overall score increased from 975 to 1007. Overall score exceeds district average. Percentage of students needing to strengthen math, reading and writing scores are lower than district, state and global percentages. Percentage of students close to being on track for college readiness exceeds district, state and global percentages, in reading, writing and math. Due to our interventions, greater numbers of students are reaching national benchmarks. 100% of all students in high school take an AP exam annually, with the expectation that a qualifying score is required.

96% of all graduating seniors received a qualifying score on minimally one AP exam prior to graduating. 100% of students on track to graduate on time. 100% of students received acceptance into 4-year institutions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 2% of our 11th students are on track to being college ready, according to the Benchmark score. **Root Cause:** Algebra 1 and Algebra 2 are key to success, students only had a half year of Algebra 2.

Problem Statement 2: Less than 50% of students were successful on AP math exams. **Root Cause:** Interventions to address gaps, have not been introduced at lower grades.

School Processes & Programs

School Processes & Programs Strengths

Weekly check-in to gauge student emotional needs.

Relationship building with students.

Safe Space to provide students with a platform to express themselves.

RAKtivists club has provided an opportunity to spread kindness.

Counselor referral system, for teachers and students.

Bi-weekly SEL lessons provided to improve the mental health wellbeing, by ensuring CASEL components are addressed.

Surveys provided to students to gauge emotional health.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Very few middle school students have been introduced to school culture, procedures, policies and expectations. Clear expectations will need to be established at the start of the year. **Root Cause:** Students have been virtual due to the pandemic.

Problem Statement 2: New middle teachers have not been introduced to traditional school policies, expectations and traditions. **Root Cause:** Many traditional aspects of school life and culture were interrupted due to the pandemic.

Perceptions

Perceptions Summary

Environment is very diverse and inclusive. Great supportive relationships between staff, family and students. All students are being educated. Strong cultural awareness and actions taken to focus on student's needs. Majority of staff believe there is a growth mindset in the improvement of teaching. Teachers would like to hear and receive more feedback and coaching (47%). Majority of our students feel socially aware (73%) and have a sense of belonging (52%). 48% of our students do not feel a sense of belonging. Majority of teachers believe they can improve their teaching strategies (53%). Student engagement is very low (34%). Students lack the ability to emotionally regulate (43%).

Perceptions Strengths

Inviting work environment (97%). Great staff and leadership relationship (82%).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are not growing in teaching practice. **Root Cause:** Feedback and coaching are not planned and executed with veracity.

Problem Statement 2: Teachers do not believe that they can grow in teaching ability. **Root Cause:** Teachers need additional Growth Mindset training.

Problem Statement 3: Virtual students do not feel sense of belonging or connectedness to YWLA. **Root Cause:** Lack of social connection opportunities due to COVID-19 protocol and CDC guidelines.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 72% to 100% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 68% to 100% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Data, STAAR Scores, PSAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign a data analyst to aggregate and disseminate data, and create monitored plans of action for improvement on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increase percentage of Hispanic students receiving meets or higher on the ELA STAAR.</p> <p>Staff Responsible for Monitoring: Data Analyst</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04E-081-30-510-000000-22F10 - \$79,611</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ELA teachers with additional training to support student learning, such as training and coaching.</p> <p>Strategy's Expected Result/Impact: Increase percentage of student performance on STAAR in Meets and Masters.</p> <p>Staff Responsible for Monitoring: AP, teacher, Principal</p> <p>Funding Sources: Coaching, supplemental training - SCE (199 PIC 24) - 199-13-6239-001-081-24-243-000000- - \$3,864</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional assistance to ELA, to ensure student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-081-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase reading material for the library that is high interest, low readability. Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title I (211) - 211-12-6329-04E-081-30-510-000000-22F10 - \$4,459	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase technology and supplies to increase productivity of data analysis. Staff Responsible for Monitoring: Data Analyst Funding Sources: - Title I (211) - 211-13-6119-04E-081-30-510-000000-22F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 1: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 35% to 70% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, PSAT, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental resources to address student learning loss.</p> <p>Strategy's Expected Result/Impact: Increase math capacity and ability of struggling students.</p> <p>Staff Responsible for Monitoring: AP, Math teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Funding for tutoring - SCE (199 PIC 24) - 199-13-6117-001-081-24-243-000000- - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from ___% to ___% by May 2022.





Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 2: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from ___% to ___% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent opportunities to learn about resources to assist in student achievement.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Resources, snacks, supplies, training - Title I (211) - 211-61-6399-04L-081-30-510-000000-22F10 - \$2,646</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers, staff and students in the area of Trauma Informed Instruction</p> <p>Strategy's Expected Result/Impact: Decrease student absenteeism, decrease student failure, increase student performance on assessments</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2022.

Goal 2: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2022.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Survey, Panorama Data

Goal 3: CCMR





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 100% to 100% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: SAT, AP, PSAT, ACT

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all students in grades 6-11 take the PSAT annually. Strategy's Expected Result/Impact: Increase student preparedness for college and increase the college graduation rates of students who have been traditionally underrepresented. Staff Responsible for Monitoring: PSS, Counselor ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Supplemental test preparation materials - Title I (211) - 211-11-6329-04E-081-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire a designated person to monitor student academic performance and attendance, in the form of a Freshman Success Coach Strategy's Expected Result/Impact: Increase attendance rates and student preparedness Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all ELA, Social Studies and Spanish language teachers attend Jane Schaefer Training, to support language acquisition and college readiness. Strategy's Expected Result/Impact: Students will strengthen reading and writing skills, to increase student performance on AP exams, SAT/ACT and TSI. Staff Responsible for Monitoring: PSS TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - Title I (211) - 211-13-6499-04E-081-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 50% to 100% by May 2022. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 100% to 100% by May 2022.

Evaluation Data Sources: CCMR Data, PSAT, SAT, ACT, AP

Strategy 1 Details	Reviews			
<p>Strategy 1: Designate a employee to monitor data points of success. Strategy's Expected Result/Impact: 100% of all students labeled At-Risk will be successful in meeting college readiness indicators. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title I (211) - 211-13-6119-04E-081-30-510-000000-22F10</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 88% to 100% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: EOC, Benchmarks, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional support to new teachers, to ensure instruction delivery is optimal. Contract with ESC 11 to provide instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increased student performance on EOC and STAAR exams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Title I (211) - 211-13-6239-04E-081-30-510-000000-22F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from ___74% to __100_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: SAT Data, TSI Data

Strategy 1 Details	Reviews			
Strategy 1: Provide technology and resources for College Success Coordinator to support student success. Funding Sources: - Title I (211) - 211-31-6119-04E-081-30-510-000000-22F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from ___% to ___% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from ___% to ___% by May 2022.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2022.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.





Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2022.
Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 5: Create a trauma informed environment.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplies for a wellness room. Strategy's Expected Result/Impact: Decrease the level of anxiety of students and teachers Staff Responsible for Monitoring: Interventionist Funding Sources: - Title I (211) - 211-11-6399-04E-081-30-510-000000-22F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Data Analyst	211-13-6119-04E-081-30-510-000000-22F10	\$79,611.00
1	1	3		Supplies and materials for instructional use	211-11-6399-04E-081-30-510-000000-22F10	\$10,000.00
1	1	4		Reading materials for library use	211-12-6329-04E-081-30-510-000000-22F10	\$4,459.00
1	1	5		Data Analyst	211-13-6119-04E-081-30-510-000000-22F10	\$1,500.00
2	2	1	Resources, snacks, supplies, training	Supplies and materials for parental involvement	211-61-6399-04L-081-30-510-000000-22F10	\$2,646.00
3	1	1	Supplemental test preparation materials	Reading materials for classroom use	211-11-6329-04E-081-30-510-000000-22F10	\$2,000.00
3	1	3		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-081-30-510-000000-22F10	\$2,500.00
3	2	1		Freshman Success Coach	211-13-6119-04E-081-30-510-000000-22F10	\$0.00
3	3	1		Contracted regional education service center	211-13-6239-04E-081-30-510-000000-22F10	\$6,000.00
3	4	1		College and Career Specialist	211-31-6119-04E-081-30-510-000000-22F10	\$2,000.00
4	5	1		Supplies and materials for instructional use	211-11-6399-04E-081-30-510-000000-22F10	\$3,000.00
Sub-Total						\$113,716.00
Budgeted Fund Source Amount						\$113,716.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2	Coaching, supplemental training	Contracted regional education service center (no PD)	199-13-6239-001-081-24-243-000000-	\$3,864.00
1	2	1	Funding for tutoring	Tutors with degree or certified	199-13-6117-001-081-24-243-000000-	\$3,500.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Sub-Total						\$7,364.00
Budgeted Fund Source Amount						\$7,364.00
+/- Difference						\$0.00
Grand Total						\$121,080.00