

Fort Worth Independent School District
117 Leadership Academy at Como Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leadership Academy at Como is a traditional campus serving approximately 400(+) students. Improvements are targeted to correlate and maximize Title 1 funds. 55% African American students, 37% Hispanic-(19% LEP/Bilingual Program) 5% White , 2% Two or More 95% Economically Disadvantaged 24% Mobility Rate CNA identified the following area(s): Increase student reading levels across all grade levels. Ensure appropriate resources, interventions, and professional development are provided and available for students and teachers to support literacy, math, and science instruction. Resources and professional development to meet the needs of ELL/LEP, ED, and Special Education students and teachers. Increased opportunities for parental involvement, family communication, and technology-related support. Social and emotional wellness support for students.

Demographics Strengths

Demographics Strengths Diversity of staff and students Ethnicity backgrounds are consistent with the previous year and continue to somewhat equal distribution. At-risk numbers and categories are consistent

Problem Statements Identifying Demographics Needs

Problem Statement 1: Resources and professional development are needed to meet the needs of ELL/LEP,ED and Sp. Education students and teachers that support student needs
Root Cause: Writing has been inconsistently implemented.

Problem Statement 2: Increase student reading levels across all grade levels **Root Cause:** : Literacy data continues to demonstrate that students are not reading on grade level.

Problem Statement 3: Writing performance continues to be below grade level **Root Cause:** Have not had a writing curriculum or consistent writing instruction across all grade levels and content

Student Learning

Student Learning Summary

The STAAR report for 2019-2020 was reviewed and analyzed in the needs assessment process. The needs assessments focused on consistent attendance. Students will demonstrate exemplary performance in comparison to national standards in the areas of reading and writing of the English language and in the understanding of math and science. Accountability Rating for the 2019-2020 school year is Met Standard. All four indices were met and exceed the state standards. Some of the strategies implemented this year will involve campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-through, routine assessments data analysis, and review of benchmark, interim assessments. Additionally, during each 6 week period, rigorous assessments are given in each core subject area. These assessments are then analyzed to review which TEKS/student expectations have or have not been mastered successfully. CNA identified the following area(s): An aggressive writing intervention program, An aggressive reading intervention program, Maximize planning, instruction, and learning time for teachers and students; and Focused efforts to address academic needs for at-risk students. Improve overall student performance in mathematics, reading and writing.

Student Learning Strengths

Academic gains have continued to show evidence that student growth continues. Student lexile levels are increasing. Increased number of students in grades K-2 are reading more and becoming confident in their reading ability. LLI has been extremely beneficial for the campus. Percent of students who met or exceeded progress in all subjects increased in 2019 as compared to 2018.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing data demonstrates a need to implement a system of what writing instruction (PK-5th) should look like. **Root Cause:** Lack of consistent writing instruction (all grade levels) and curriculum.

Problem Statement 2: Students are not prepared for 3rd-5th math **Root Cause:** Low levels of rigor instruction (K-2nd)

Problem Statement 3: Bilingual instruction has not shown consistent student achievement/ or growth across content/grade levels **Root Cause:** : Insufficient support of B/L program

School Processes & Programs

School Processes & Programs Summary

Leadership Academy at Como requires all teachers to be highly qualified effective personnel (recruited, developed and retained). Administrators provide feedback from routine walkthroughs and observations. Teachers staff goal setting documentation reflects professional development plans. Intentional Leadership Data Driven Management Engaged Instruction Increase documentation on attendance, feedback and implementation of campus plan CNA identified the following area(s) Increase training on effective instructional practices for working with ELL's, at-risk, and economically disadvantaged Increase opportunities for individualized professional development Effectively recruit more bilingual and ESL teachers Provide differentiated PLC's

Leadership Academy at Como will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. Curriculum Development, implementation, and pacing has been collaboratively designed utilizing strong partnerships. Meaningful analysis of data to target areas of need. IPC's demonstrate tight alignment between state standards, objectives, and assessments. CNA identified the following area(s): Increase time for teachers to plan and incorporate the usage of TEKS Resource System into current instructional frameworks/ scope and sequence Improvements in progress monitoring Consistently aligning Curriculum Frameworks/TRS to IPC development A need to continue to increase the number of math content experts on campus in order to see gains in math achievement. A need for more vertical articulation; opportunities to deconstruct TEKS

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths Teacher appraisers and campus leadership sets goals, give timely feedback, and focus on continuous cycles of improvement Staff is dedicated to seeing students and the campus be successful. Teachers are open to sharing ideas and providing professional development support to others. Master Teachers identified for PreK-2nd and 3rd-5th to provide support in lesson planning and provide targeted feedback to teams. Instructional Specialists lead content teams in implementation of new curriculum and programs.

Curriculum, Instruction, and Assessment Strengths Utilize and share successful intervention strategies and programs across grade levels/subject areas Effective research-based materials to supplement teaching New resource implementation and impacts on systems are in place Instructional Specialists help plan rigorous instruction Data Reviews at the 3rd, 6th and 9th weeks period for Progress Monitoring and instructional adjustments

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data integration in the classroom (monitoring and adjusting) Math PD for literacy/math teachers

Problem Statement 2: PLC designed to meet the varied needs of staff (differentiation) **Root Cause:** Differentiation (PLC)

Problem Statement 3: Continue to explore ways to provide PD for new staff members or teachers that change grade levels **Root Cause:** Staff needs new and innovative PD-look for virtual conferences/resources

Problem Statement 4: Student performance data reveals a need for implementation of effective instructional strategies to meet the level of rigor and depth of knowledge

Problem Statement 5: Increased focus on a cohesive writing curriculum and instruction **Root Cause:** Need to solidify stronger writing and reading skills

Problem Statement 6: Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding

Problem Statement 7: Identifying students in need of intervention-allowing reteach opportunities and individualized assistance for struggling learners **Root Cause:** Early identification of student needs will accelerate Response to Intervention(Rt) efforts and support individualized instructional plans for teaching and learning

Perceptions

Perceptions Summary

Leadership Academy at Como provides a warm and welcoming environment. Staff, parents, and the community have high expectations for students-academically, behaviorally, and socially. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues. Staff retention remains high. 100% Highly qualified teachers. SBDM committee includes parents and community members, business representatives, teachers and administrators as prescribed by the Texas Education Agency (TEA) and Board Policy. Current campus efforts are in compliance with LAN/FWISD guidelines. The ongoing work of the committee includes: discussion of culture and climate issues expectations and values to a safe, disciplined environment for teaching and learning review efforts to better coordinate special funding to maximize instruction and services to at-risk students. CNA identified following area(s): Increasing parental involvement in academics Developing academic support for parents so they are able to assist their student in regards to homework and academics Increasing leadership skills of staff

Perceptions Strengths

Restorative Practice implementation has led to a decrease in student discipline. Counselor provides direct social and emotional support to staff, students, and families. Visual displays to celebrate student achievement and behavioral success. Student participation in after school clubs. Campus wide House System to foster .

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Focus on meeting the social-emotional needs of students **Root Cause:** Students are coming to school w/ trauma that adversely affect social/academic progress.

Problem Statement 2: Social-emotional groups through the counseling department **Root Cause:** More direct support needed to address student off-task, inappropriate behaviors

Problem Statement 3: Revamp our House System to include goals, outcomes and a variety of celebrations **Root Cause:** Foster a stronger school community where all students and staff feel they actively belong to.

Problem Statement 4: Explore ways to teach and allow students to take more ownership of behavior and actions **Root Cause:** Build relationships that foster a sense of pride and opportunities for leadership.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Early Literacy





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: By June 2022, 70% of students in K-5th will meet or exceed growth literacy targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

Evaluation Data Sources: MAP data, benchmarks and campus assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of teachers will utilize CLI Engage with fidelity and instructional monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment.</p> <p>Strategy's Expected Result/Impact: Leadership team will have specific schedule for monitoring lesson plan alignments and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(s), Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04E-117-30-510-000000-22F10 - \$2,500, - Title I (211) - 211-13-6119-04E-117-30-510-000000-22F10 - \$73,175, - Title I (211) - 211-11-6399-04E-117-30-510-000000-22F10 - \$27,133, - Title I (211) - 211-11-6396-04E-117-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical alignment meetings and lesson planning will be scheduled weekly. Meetings will focus on reviewing upcoming standards and identifying gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will become more proficient in linking lessons skills and assessments by prioritizing, focusing and reinforcing new contexts.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialists, Master teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - Title I (211) - 211-13-6499-04E-117-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-13-6399-04E-117-30-510-000000-22F10 - \$500, - Title I (211) - 211-11-6112-04E-117-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-11-6112-0PD-117-30-510-000000-22F10 - \$4,000, - Title I (211) - 211-23-6499-04E-117-30-510-000000-22F10 - \$1,832, - Title I (211) - 211-13-6329-04E-117-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional monitoring systems will be implemented to track student growth Funding Sources: - Title I (211) - 211-11-6499-04E-117-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-11-6117-04E-117-30-510-000000-22F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: By June 2022, 80% of students in Kinder will meet or exceed growth targets as measured by TX-KEA from BOY to EOY

Evaluation Data Sources: TX-KEA

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: By June 2022, 80% of students in Kinder will meet or exceed growth targets as measured by TX-KEA from BOY to EOY Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(s), Data Analyst Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	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 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: By June 2022, 80% of students in Pre-K will meet or exceed growth targets as measure by CLI Engage from BOY to EOY

Evaluation Data Sources: CLI Engage

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional monitoring systems will be implemented to track student growth (Pre-K)</p> <p>Strategy's Expected Result/Impact: Systems will be established and lesson plans monitored for alignment and fidelity of curriculum</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(s), Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</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: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: By June 2022, 70% of students in K-5th will meet or exceed growth math targets as measured by MAP Growth Adaptive assessments from BOY to EOY.

Evaluation Data Sources: MAP data, benchmark, campus assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Monitoring system will be implemented to track student growth for K-5th. Systems will be established and monitored where students and teachers are tracking their progress.</p> <p>Strategy's Expected Result/Impact: Monitoring systems will be established including PLC's that focuses on lesson planning (during Everybody Grows) and lesson alignment(during walkthroughs)</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Math Instructional Specialist, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lesson Plan review will conducted weekly by Principal, Asst. Principal, Master Teacher and Instructional Specialist to ensure alignment. Instructional Planning Calendars, DOL's, creation and alignment will be reviewed in sync with 6 weeks district/LAN assessment.</p> <p>Strategy's Expected Result/Impact: Teachers will consistently align assessments during data meetings to track student goals.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(math) and master teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Leadership team will meet weekly to calibrate implementation of levels and campus instructional focus. Instructional Specialists will meet to identify next steps and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: Multilevel collaboration will help students success at all academic levels</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(math) and master teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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 3: CCMR

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

Performance Objective 1: By June 2022, 52% of students in grades 3rd-5th will be at meets grade level or above in Reading assessment as measured by the end of year STAAR

Evaluation Data Sources: STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Vertical alignment meetings and lesson planning will be held weekly. Meetings will focus on reviewing upcoming standards and identifying gaps by grade level.</p> <p>Strategy's Expected Result/Impact: Instructional Monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment. Leadership teams and master teachers will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(Math/Literacy)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Growth Walks will be conducted on campus to gather data/evidence to identify best practices</p> <p>Strategy's Expected Result/Impact: As a result of gathering student growth walk data, adjustments to instructional practices will increase student achievement while teachers enhance their pedagogical skills.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(Math/Literacy)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional monitoring systems will be implemented to track student growth for PK-5th. Systems will be established and monitored where students/teachers are tracking progress. Administrators are tracking campus progress to identify effective/ineffective teaching strategies.</p> <p>Strategy's Expected Result/Impact: Improve the quality of instruction for all students in the subject area they teach.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist(Math/Literacy)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: Improve the whole-school focus on communications, simplifying and promoting consistency in communication between educators, family and community.

Evaluation Data Sources: Campus Survey, Parent Portal,

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase % of Parent Portal registration by 10% each 6 weeks Strategy's Expected Result/Impact: Parent awareness of student academic progress Staff Responsible for Monitoring: Principal, Asst. Principal, Family Engagement Specialist, Data Clerk Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - Title I (211) - 211-61-6399-04L-117-30-510-000000-22F10 - \$2,147</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify student and parent needs and create a series of events to educate parents, provide support and align community resources Strategy's Expected Result/Impact: Frequent opportunities for parents to be partners with the campus to increase student achievement Staff Responsible for Monitoring: Principal, Asst. Principal, Intervention Specialist(s), Counselor, Family Engagement Specialist Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - Title I (211) - 211-61-6399-04L-117-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase opportunities for students to attend district and campus level designed field trips to increase academic achievement and support real world learning experiences Strategy's Expected Result/Impact: Field trips will support students with applying learning and making connections outside of the classroom environment. Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers, Teacher Assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Transportation and Field Trip Information - SCE (199 PIC 24) - 199-11-6412-001-117-24-313-000000- - \$3,500</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>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-117-30-510-000000-22F10	\$2,500.00
1	1	1		Data Analyst	211-13-6119-04E-117-30-510-000000-22F10	\$73,175.00
1	1	1		Supplies and materials for instructional use	211-11-6399-04E-117-30-510-000000-22F10	\$27,133.00
1	1	1		Technology for instructional use	211-11-6396-04E-117-30-510-000000-22F10	\$3,000.00
1	1	2		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-117-30-510-000000-22F10	\$2,000.00
1	1	2		Supplies and materials for professional development	211-13-6399-04E-117-30-510-000000-22F10	\$500.00
1	1	2		Subs for supplemental instruction	211-11-6112-04E-117-30-510-000000-22F10	\$2,000.00
1	1	2		Subs for professional development	211-11-6112-0PD-117-30-510-000000-22F10	\$4,000.00
1	1	2		Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-117-30-510-000000-22F10	\$1,832.00
1	1	2		Reading materials for professional development	211-13-6329-04E-117-30-510-000000-22F10	\$1,000.00
1	1	3		Snacks or incentives for students	211-11-6499-04E-117-30-510-000000-22F10	\$1,000.00
1	1	3		Tutors with degree or certified	211-11-6117-04E-117-30-510-000000-22F10	\$4,000.00
4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-117-30-510-000000-22F10	\$2,147.00
4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-117-30-510-000000-22F10	\$500.00
Sub-Total						\$124,787.00
Budgeted Fund Source Amount						\$124,287.00

Title I (211)							
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount	
						+/- Difference	-\$500.00
SCE (199 PIC 24)							
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount	
4	1	3	Transportation and Field Trip Information	Transportation costs for students	199-11-6412-001-117-24-313-000000-	\$3,500.00	
						Sub-Total	\$3,500.00
						Budgeted Fund Source Amount	\$8,908.00
						+/- Difference	\$5,408.00
						Grand Total	\$128,287.00

Addendums