

**Fort Worth Independent School District**  
**125 Eastern Hills Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission at Eastern Hills Elementary School is to prepare all students for success in college, career, and community leadership.

## Vision

The vision of Eastern Hills Elementary School is to provide a safe and supportive environment that fosters social and emotional development and promotes academic rigor for all students.

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# Comprehensive Needs Assessment

Revised/Approved: September 27, 2021

## Demographics

### Demographics Summary

We currently have 505 students:

- 50% African American
- 36% Hispanic
- 6% White
- 3% Asian
- 5% Two or More Races
- 10% SPED
- 21% LEP
- 94% Economically Disadvantaged

We serve students from Pre-K 3 - 5th grade. Most of our students live more than two miles away from our school. Over 60% of our students are residents of apartments. We currently have a 30% mobility rate.

### Demographics Strengths

Currently our Hispanic population has a low mobility rate with an average attendance rate of 94%. The enrollment at Eastern Hills Elementary has increased 10% since the 2020-2021 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** In 2020-2021, 39.5% African American students were chronically absent in comparison to 19% of Hispanic students. **Root Cause:** Lack of campus wide system to identify causes and effectively respond to chronic student absenteeism especially among African American Students.

# Student Learning

## Student Learning Summary

Over 90% of our 2020- 2022 Pre-K students were kindergarten ready as measured by Children's Learning Institute. Over 50% of kindergarten and 1st grade students met or exceeded their projected MAP math growth projection. There is a need to increase the percentage of students in 2nd - 5th grade that met or exceed their projected growth in MAP math and reading growth projection. There is a need to increase the number of students who achieve approaches, meets, and masters as measured by STAAR. There is a gap in achievement between African American students in comparison to Hispanic students on MAP and STAAR.

## Student Learning Strengths

Over 50% of Emerging Bilingual students improved their TELPAS composite score in 2020-2021.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 instruction.

**Problem Statement 2 (Prioritized):** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 Instruction.

# School Processes & Programs

## School Processes & Programs Summary

The campus uses a diverse leadership team to recruit highly qualified educators that fit the need of the students on the campus. Prospective educators engage in tasks that are aligned to the desired job and have an opportunity to engage in discourse with current staff members. The campus clearly defines the roles and responsibility of the leadership team. The leadership team uses instructional data to plan and execute professional learning to increase the capacity of each educator. The goal is to increase the growth and achievement of each student. Staff and students identify a need to support the self regulation of emotions for students.

## School Processes & Programs Strengths

There are processes and procedures for continuous improvement in the planning and execution of instruction. There are systems to identify the individual academic goal of each student with all stakeholders.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** During the 2020-21 school year, 60% of discipline referrals were from African American male students. **Root Cause:** Adults and students received limited professional learning on positive behavior intervention and support and emotional regulation.

# Perceptions

## Perceptions Summary

Over 85% of students report having a supportive relationship in school. Over 80% of staff members state that Eastern Hills Elementary is an inviting work environment. In 2020-2021 Eastern Hills Elementary has an overall attendance rate of 91%. In 2020-2021, the attendance rate for Hispanic students was 94%. In comparison, the attendance rate for African American students was 88%. Eastern Hills Elementary hosts Academic Parent Teacher Team meetings three times a year. Parents have an opportunity to collaborate with teachers on academic growth, achievement, and next steps to increase student growth and achievement. Only 42% of students indicate that they are able to regulate their emotions effectively.

## Perceptions Strengths

Over 85% of students report having a supportive relationship in school. Over 80% of staff members state that Eastern Hills Elementary is an inviting work environment. Eastern Hills Elementary parents have the support of the following entities to engage in school and provide need resources for the family: Cornerstone, My Health My Resources, GED and ESL courses, Parent Champions, Family Engagement Specialist, Student Success Coordinator, and Case Managers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 57% of 3rd - 5th grade students responded unfavorably in their ability to regulate their emotional behavior in the Panaroma Survey; this is in the 30th in comparison to schools across the country. **Root Cause:** Adults and students received limited professional learning positive behavior intervention and support and emotional regulation.

# Priority Problem Statements

**Problem Statement 1:** In 2020-2021, 39.5% African American students were chronically absent in comparison to 19% of Hispanic students.

**Root Cause 1:** Lack of campus wide system to identify causes and effectively respond to chronic student absenteeism especially among African American Students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment.

**Root Cause 2:** Limited proficiency in planning and executing Tier 1 instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment.

**Root Cause 3:** Limited proficiency in planning and executing Tier 1 Instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 57% of 3rd - 5th grade students responded unfavorably in their ability to regulate their emotional behavior in the Panaroma Survey; this is in the 30th in comparison to schools across the country.

**Root Cause 4:** Adults and students received limited professional learning positive behavior intervention and support and emotional regulation.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** During the 2020-21 school year, 60% of discipline referrals were from African American male students.

**Root Cause 5:** Adults and students received limited professional learning on positive behavior intervention and support and emotional regulation.

**Problem Statement 5 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data
- T-PESS data

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 27, 2021

**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:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 74% to 85% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 80% to 85% 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 75% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY Circle Phonological Assessment. Formative and Summative Assessments on Phonological Awareness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of PK students will be on track on Circle Phonological Awareness by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of Pre-K teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of PK students will be on track on Circle Phonological Awareness by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-0PD-125-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6399-04E-125-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment. <b>Root Cause:</b> Limited proficiency in planning and executing Tier 1 instruction.</p>

**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:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 35% to 50% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 29% to 50% 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 33% to 50% by May 2022.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY MAP Fluency. MAP Fluency Progress Monitoring Assessment Tool.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of Kindergarten - 3rd grade students meet or exceeded grade level expectations on Key MAP Fluency indicators in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-125-30-510-000000-22F10 - \$79,611</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of Kindergarten - 3rd grade students meet or exceeded grade level expectations on Key MAP Fluency indicators in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment. <b>Root Cause:</b> Limited proficiency in planning and executing Tier 1 instruction.</p>

**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:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 34% to 60% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 61% to 75% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 60% by May 2022.


**Targeted or ESF High Priority**


**HB3 Goal**


**Evaluation Data Sources:** BOY, MOY, and EOY MAP Growth. MAP Growth Progress Monitoring tool.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 60% of Kindergarten through 5th grade students will meet or exceed projected growth on MAP Growth reading in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 60% of Kindergarten through 5th grade students will meet or exceed projected growth on MAP Growth reading in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6329-04E-125-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-11-6116-04E-125-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment. <b>Root Cause:</b> Limited proficiency in planning and executing Tier 1 instruction.</p>



**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:** Increase the percentage of PK students who score On Track on Circle Math from 72% to 85% 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 63% to 75% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY, MOY, and EOY Circle Math Assessments, Formative and Summative Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% or more of students will be On Track on Circle Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of Pre-K teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% or more of African American students will be On Track on Circle Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 Instruction.

**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 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 54% 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 39% to 50% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY, MOY, and EOY TX-KEA Math, Math Formative and Summative Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Kindergarten students will be on Track on TX-KEA Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of African American Kindergarten students will be on Track on TX-KEA Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-125-24-313-000000- - \$3,490</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 Instruction.





**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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 36% to 60% 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 27% to 50% by May 2022.

**Evaluation Data Sources:** BOY, MOY, and EOY MAP Growth, Formative and Summative Assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of students will exceed projected growth on MAP Growth by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of African American students will exceed projected growth on MAP Growth by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 2:** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 Instruction.





**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 3-5 grade students scoring at MEETS or above on STAAR Reading from 17% to 40% 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 13% to 30% by May 2022.

**Evaluation Data Sources:** Reading Common Assessments, Reading Benchmark, and Reading STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 40% of students will score MEETS on STAAR Reading by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 30% of African American students will score MEETS on STAAR Reading by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6129-04E-125-30-510-000000-22F10 - \$18,847.91, - Title I (211) - 211-11-6396-04E-125-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** 31.5% of African American students met or exceeded projected growth on 2020-2021 EOY MAP Growth Reading in English. 13% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR reading assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 instruction.







**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 3-5 grade students scoring at MEETS or above on STAAR Math from 14% to 40% 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 8% to 30% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT will establish Tier 1 data driven instructional protocols, and professional learning, to plan and deliver standard aligned assessments and instruction, execute a normed observation and feedback cycle, and reflect/respond on student progress/mastery through data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> 40% of students will score MEETS on STAAR Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, and Data Analyst.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-125-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional learning to develop the capacity of teachers to plan and deliver standard aligned assessments and instructions and reflect/respond to student progress/mastery through data analysis using established Tier 1 instructional protocols to increase the achievement of African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> 30% of African American students will score MEETS on STAAR Math by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Data Analyst, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</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>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** 27% of African American students met or exceeded their projected growth on the 2020-2021 EOY MAP Math test. 8% of 3rd - 5th Grade African American students scored MEETS on the 2020-2021 STAAR math assessment. **Root Cause:** Limited proficiency in planning and executing Tier 1 Instruction.

**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 \_29\_% to \_20\_% 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 \_40\_% to \_30\_% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Daily Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop professional learning for teachers and staff on campus three-tiered approach on strategies to increase student attendance, track, identify, intervene and support all students chronically absent especially African American Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number and percentage of students who are chronically absent to 20% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Data Clerk, Counselor, Student Support Team, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> In 2020-2021, 39.5% African American students were chronically absent in comparison to 19% of Hispanic students. <b>Root Cause:</b> Lack of campus wide system to identify causes and effectively respond to chronic student absenteeism especially among African American Students.</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 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 61% to 85% 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 59% to 85% by May 2022.

**Evaluation Data Sources:** BOY, EOY, and MOY Panorama Survey and Six Weeks Student Culture Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT team will establish tiered systems on positive behavior expectations, rewards and consequences, House System, restorative practices, and mental health and wellness skills for students and adults, especially African American student male students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response by all 3rd - 5th grade students to the learning environment on the Panorama SEL Survey to 85% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, and Student Support Team.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-125-30-510-000000-22F10 - \$2,361.09</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through professional learning, develop the capacity of faculty, staff, and students on positive behavior expectations, rewards and consequences, restorative practices, culturally responsive teaching, and mental health and wellness skills for students and adults, especially African American male students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response by all 3rd - 5th grade students to the learning environment on the Panorama SEL Survey to 85% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Student Support Team, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** During the 2020-21 school year, 60% of discipline referrals were from African American male students. **Root Cause:** Adults and students received limited professional learning on positive behavior intervention and support and emotional regulation.

### Perceptions





**Problem Statement 1:** 57% of 3rd - 5th grade students responded unfavorably in their ability to regulate their emotional behavior in the Panaroma Survey; this is in the 30th in comparison to schools across the country. **Root Cause:** Adults and students received limited professional learning positive behavior intervention and support and emotional regulation.

**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   15   to   5   by May 2022.

**Evaluation Data Sources:** In and Out of School Suspensions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT team will establish tiered systems on positive behavior expectations, rewards and consequences, House System, restorative practices, and mental health and wellness skills for students and adults, especially African American student male students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of in and out of school suspensions for African American students to 2% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, and Student Support Team.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through professional learning, develop the capacity of faculty, staff, and students on positive behavior expectations, rewards and consequences, restorative practices, culturally responsive teaching, and mental health and wellness skills for students and adults, especially African American male students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of in and out of school suspensions for African American students to 2% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Student Support Team, and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** During the 2020-21 school year, 60% of discipline referrals were from African American male students. **Root Cause:** Adults and students received limited professional learning on positive behavior intervention and support and emotional regulation.





**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 89% to 90% by May 2022.

Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 89% to 90% by May 2022.

**Evaluation Data Sources:** Parent Engagement District Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create an awareness and completion plan for Parents to complete the District Parent Survey.</p> <p><b>Strategy's Expected Result/Impact:</b> 25% of parents will demonstrate a positive perception on Engagement on the district Parent survey by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Family Engagement Specialist, Student Support Team and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-125-30-510-000000-22F10 - \$2,373</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> In 2020-2021, 39.5% African American students were chronically absent in comparison to 19% of Hispanic students. <b>Root Cause:</b> Lack of campus wide system to identify causes and effectively respond to chronic student absenteeism especially among African American Students.</p>



# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2		Subs for professional development	211-11-6112-0PD-125-30-510-000000-22F10	\$5,000.00
1	1	2		Supplies and materials for instructional use	211-11-6399-04E-125-30-510-000000-22F10	\$5,000.00
1	2	1	Data Analyst	Data Analyst	211-13-6119-04E-125-30-510-000000-22F10	\$79,611.00
1	3	2		Reading materials for professional development	211-13-6329-04E-125-30-510-000000-22F10	\$3,000.00
1	3	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-125-30-510-000000-22F10	\$10,000.00
3	1	2		Teacher Assistant	211-11-6129-04E-125-30-510-000000-22F10	\$18,847.91
3	1	2		Technology for instructional use	211-11-6396-04E-125-30-510-000000-22F10	\$5,000.00
3	2	1		Snacks or incentives for students	211-11-6499-04E-125-30-510-000000-22F10	\$2,000.00
4	2	1		Snacks or incentives for students	211-11-6499-04E-125-30-510-000000-22F10	\$2,361.09
4	4	1		Supplies and materials for parental involvement	211-61-6399-04L-125-30-510-000000-22F10	\$2,373.00
<b>Sub-Total</b>						\$133,193.00
<b>Budgeted Fund Source Amount</b>						\$133,193.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	2	2		Supplies and materials for instructional use	199-11-6399-001-125-24-313-000000-	\$3,490.00
<b>Sub-Total</b>						\$3,490.00
<b>Budgeted Fund Source Amount</b>						\$3,490.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$136,683.00