

Fort Worth Independent School District
117 Leadership Academy at Como Elementary
2023-2024 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

The Leadership Academy at Como enrollment consists of 431 students. The demographics consists of 42% Hispanic, 49% African American, and 3% White/Other. The attendance is 93.5%. Student discipline consists of 12 referrals which is 2% of students. 8% of students are enrolled in special education. About 10% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 11. The mobility rate is 17.2

Demographics Strengths

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Como is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 16% of African American students are on meets grade level for math per interim benchmark **Root Cause:** Students have large instructional gaps in math

Problem Statement 2 (Prioritized): 19% of African American students are on meets grade level for reading per interim benchmark **Root Cause:** Students have large instructional gaps in reading

Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Both Reading and Math saw gains in achievement and growth relative to last year.
- Gains were especially high for Math, with an increase of +10% pts Meets and +12% meeting growth projections
- Grade 3 Math, however, did not show much change from last year (slight decreases in achievement and similar growth) and had the lowest percentage at Approaches relative to comparison schools
- Grade 5 showed huge gains in achievement and growth for both content areas; Grade 5 Math Meets was almost double what was seen at the next-highest comparison school
- Grade 4 Math & Reading also saw far higher growth and achievement than comparison schools

MOY MAP GROWTH READING

- Both Reading and Math saw gains in achievement and growth relative to last year
- In Grade 3 Reading, large gains were made at Approaches (+24% pts) and in growth (+16% points)
- Grade 5 showed huge gains in achievement and growth for both content areas; Grade 5 Math Meets was almost double what was seen at the next-highest comparison school
- Grade 4 Math & Reading also saw far higher growth and achievement than comparison schools

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 25% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2 (Prioritized): Only 20% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at Como is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student attendance is at 93.5% and could be improved to meet the 95% mark. **Root Cause:** Chronic absences are affecting percentages

Problem Statement 2 (Prioritized): Lower grade reading performance levels not growing at the same pace as upper grades **Root Cause:** Students have instructional gaps

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 82%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 73%

The mission/purpose of LAN makes me feel my job is important.- 64%

Overall Org Health Avg - 65%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 82%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 73%

There are respectful relationships between teachers and students- 100%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 36% of teachers are optimistic that school will improve in the future **Root Cause:** Teachers are feeling stressed and overwhelmed

Problem Statement 2 (Prioritized): 55% of teachers said it is a positive work environment at the school **Root Cause:** Teachers are feeling stressed and overwhelmed

Priority Problem Statements

Problem Statement 1: 16% of African American students are on meets grade level for math per interim benchmark

Root Cause 1: Students have large instructional gaps in math

Problem Statement 1 Areas: Demographics

Problem Statement 2: 19% of African American students are on meets grade level for reading per interim benchmark

Root Cause 2: Students have large instructional gaps in reading

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 25% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 3: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 20% of students are on meets grade level for math according to MOY MAP Growth

Root Cause 4: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lower grade reading performance levels not growing at the same pace as upper grades

Root Cause 5: Students have instructional gaps

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 55% of teachers said it is a positive work environment at the school

Root Cause 6: Teachers are feeling stressed and overwhelmed

Problem Statement 6 Areas: Perceptions

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

District Goals

District 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.

School Performance Objective 1: By June 2023, 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

Strategy 1: Full implementation of the Literacy Model(Phonics, Writing across all content, Neuhaus)

Strategy's Expected Result/Impact: 100% of teachers will implement Literacy Model with fidelity and instructional monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment

Staff Responsible for Monitoring: Principal, Asst. Principal, Literacy Coach, Data Analyst

Title I:

2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will meet weekly for PLC's to review Literacy Model. Instructional Support Team will provide feedback and student progress in literacy and design lessons that include activities that are aligned to the data.</p> <p>Intended Audience: Teachers (K-5th)</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Support Team</p> <p>Date(s) / Timeframe: Aug 2023- May 2024</p> <p>Collaborating Departments: LAN Team</p> <p>Delivery Method: Weekly PLC</p> <p>Funding Sources: Professional Development - Title I (211) - 211-11-6399-04E-117-30-510-000000-24F10 - \$6,000, Data Analyst(Full Time position - Title I (211) - 211-13-6119-04E-117-30-510-000000-24F10 - \$75,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Everybody Grows(Friday) will provide Kindergarten teachers with a half day planning under the guidance of instructional coaches for deep planning and IPC</p> <p>Intended Audience: Kinder teachers Provider / Presenter / Person Responsible: Instructional Support Team Date(s) / Timeframe: Sept. 2023-May 2024 Collaborating Departments: LAN Team Delivery Method: Friday PLC during Everybody Grows</p> <p>Funding Sources: Professional Development- Instructional Coach - Title I (211) - 211-13-6329-04E-117-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide supplies and material for materials and supplies</p> <p>Intended Audience: Kinder teachers Provider / Presenter / Person Responsible: IC's., Administrators Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: LAN Delivery Method: PLC</p> <p>Funding Sources: Supplies - SPED (199 PIC 23) - - \$419, Substitutes-LST feedback/coaching - SPED (199 PIC 23) - - \$1,000, Travel-PD - Title I (211) - 211-23-6411-04E-117-30-510-000000-24F10 - \$2,000, Travel-PD - Title I (211) - 211-13-6411-04E-117-30-510-000000-24F10 - \$4,000, Supples - Title I (211) - 211-11-6399-04E-117-30-510-000000-24F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Kinder teachers will engage in weekly planning that is aligned to the curriculum.

Strategy's Expected Result/Impact: Students will increase MAP reading levels

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Everybody Grows(Friday) will provide Kindergarten teachers with a half day planning under the guidance of instructional coaches for deep planning and IPC</p> <p>Intended Audience: Kindergarten teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coaches, Admin. LAN</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: LAN</p> <p>Delivery Method: Planning during student enrichment activities</p> <p>Funding Sources: Substitute for teacher planning - SCE (199 PIC 24) - 199-11-6112-001-117-24-313-000000- - \$2,000, Material - SCE (199 PIC 24) - 199-11-6399-001-117-24-313-000000- - \$2,000, Classroom Material - SCE (199 PIC 24) - 199-11-6329-001-117-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 16% of African American students are on meets grade level for math per interim benchmark Root Cause: Students have large instructional gaps in math</p>
Student Learning
<p>Problem Statement 1: Only 25% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.</p>
<p>Problem Statement 2: Only 20% of students are on meets grade level for math according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction</p>

District 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.

School Performance Objective 2: By June 2024, 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

Strategy 1: Provide PD opportunities for teachers to identify best instructional practices geared towards improving vocabulary, letter names and spelling

Strategy's Expected Result/Impact: 80%- TX-KEA Assessment

Staff Responsible for Monitoring: Administration, PK-2nd Support Personnel

Title I:





2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Become familiar with best practices related to the five sections of the Texas State Plan for the Education of Gifted and Talented students Intended Audience: Teachers Provider / Presenter / Person Responsible: GT Specialists Date(s) / Timeframe: September2023-May 2024 Collaborating Departments: LAN, GT Specilists, Admin Delivery Method: PLC/Faculty Meeting Breakout sessions Funding Sources: Supplies-Thinking Lab - Gifted & Talented (199 PIC 21) - - \$331	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District 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.

School Performance Objective 3: By June 2024, 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

District 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.

School Performance Objective 1: By June 2023, 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

Strategy 1: Instructional Monitoring systems will be implemented to track student growth in Math for students K-5th.

Strategy's Expected Result/Impact: Monitoring systems will be established including PLC's that focuses on lesson planning(during Everybody Grows) and evidence of lesson alignment during (classroom visits/documentated walkthroughs)

Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach(Math) Lead Support Teacher

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Administrators/Lead Support Teachers will check lesson plans weekly and follow-up with teachers. Instructional Coach (Math) will meet weekly with grade levels to plan instruction as well as the use of instructional material in the core content areas to ensure commitment of instruction as well as meeting the needs of all students.</p> <p>Intended Audience: K-5th grade teachers</p> <p>Provider / Presenter / Person Responsible: Administrators/Lead Support Teachers/Instructional Coach(Math)</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Math/LAN Team</p> <p>Delivery Method: Faculty Meeting (break-out) PLC/Everybody Grows Planning sessions</p> <p>Funding Sources: Supplies - Title I (211) - 211-13-6119-04E-117-30-510-000000-24F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional Coach (Math) will meet weekly with grade levels to plan instruction as well as the use of instructional material in the core content areas to ensure commitment of instruction as well as meeting the needs of all students.</p> <p>Intended Audience: Math teachers,IC's Provider / Presenter / Person Responsible: (Math)Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: LAN Delivery Method: In-person</p> <p>Funding Sources: LST Planning - SCE (199 PIC 24) - 199-11-6299-001-117-24-313-000000- - \$1,273, PD-Reading/Math - Title I (211) - 211-13-6299-04E-117-30-510-000000-24F10 - \$3,000, Supplies - Title I (211) - 211-13-6329-04E-117-30-510-000000-24F10 - \$527.98</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 3: CCMR

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

School Performance Objective 1: By June 2023, 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

District Goal 3: CCMR

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

School Performance Objective 2: Monitor Student Progress

High Priority

Evaluation Data Sources: MAP, Campus Assessment

Strategy 1: Compare student data against learning standards and benchmarks

Strategy's Expected Result/Impact: Increased student skill levels and knowledge to state, school or curriculum defined benchmarks and standards

Staff Responsible for Monitoring: Administrators

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Assess student's academic performance, quantify their rates of improvement or progress- determine how they are responding to instruction</p> <p>Intended Audience: 3rd-5th grade ELA teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach(Literacy), Literacy Support</p> <p>Date(s) / Timeframe: September2023-May 2024</p> <p>Collaborating Departments: LAN, Dean of Instruction(literacy)</p> <p>Delivery Method: In-person(PLC)</p> <p>Funding Sources: Supplemental materials- geared towards 3rd-5th Reading - BEA (199 PIC 25) - 199-11-6399-001-117-25-313-000000 - \$802, Tutoring (Bilingual) - BEA (199 PIC 25) - 199-11-6116-001-117-25-313-000000 - \$1,000, Tutoring (after school) - Title I (211) - 211-11-6116-04E-117-30-510-000000-24F10 - \$6,000, Supplemental material - Title I (211) - 211-11-6399-04E-117-30-510-000000-24F10 - \$5,000</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>			

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

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

School 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,

Strategy 1: Parent Engagement(Annual Title 1 Meeting, Open House, Math/Science Night,

Strategy's Expected Result/Impact: Increased parent participation

Staff Responsible for Monitoring: Administrator

Title I:

4.1, 4.2





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide resources to support families</p> <p>Intended Audience: PK-5th grade parents</p> <p>Provider / Presenter / Person Responsible: Administrators, LAN</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Parent Engagement Specialists, FW Community Center,</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Beverages, snacks for parents and students attending events - Parent Engagement - 211-61-6499-04L-117-30-510-000000-24F10 - \$1,490, Student Handbooks, material for parent activity - Parent Engagement - 211-61-6399-04L-117-30-510-000000-24F10 - \$1,000, Activities - Title I (211) - 211-61-6116-04L-117-30-510-000000-24F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

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

School Performance Objective 2: PD staff- DiSC Training- Maximizing Life- Training 60 staff members -focused on improving staff performance by equipping and training them on their behavior style, reading other behavioral styles and adjusting styles. Integrate DiSC insights practically and skillfully into differentiation classroom instruction.

High Priority

Evaluation Data Sources: DiSC Workplace Assessment- Teacher Survey- TCLAS grant funded

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

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

School Performance Objective 3: Increase opportunities for students to attend district and campus level designated field trips to increase academic achievement while engaging in real world learning experiences.

High Priority

HB3 District Goal

Evaluation Data Sources: Student Feedback /Teacher Feedback

Strategy 1: Campus/District Approved Filed Trips

Strategy's Expected Result/Impact: Field trips will support students with applying learning by making connections outside of the classroom environment

Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers, TA's, Student Support Team

Title I:





4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Provide campus and district level field trip opportunities for students in PreK-5th grade-FWISD Transportation for students and teachers Intended Audience: PreK-5th grade students Provider / Presenter / Person Responsible: Field trip vendors, organizations Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: FWISD/LAN Delivery Method: In-person/virtual opportunities Funding Sources: FWISD Transportation for students and teachers - Title I (211) - 211-11-6412-04E-117-30-510-000000-24F10 - \$5,000, SEL- support for students - Title I (211) - 211-32-6299-04E-117-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Professional Development	Supplies and materials for instructional use	211-11-6399-04E-117-30-510-000000-24F10	\$6,000.00
1	1	1	1	Data Analyst(Full Time position	Data Analyst	211-13-6119-04E-117-30-510-000000-24F10	\$75,000.00
1	1	1	2	Professional Development- Instructional Coach	Reading materials for professional development	211-13-6329-04E-117-30-510-000000-24F10	\$2,000.00
1	1	1	3	Supplies	Supplies and materials for instructional use	211-11-6399-04E-117-30-510-000000-24F10	\$3,000.00
1	1	1	3	Travel-PD	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-117-30-510-000000-24F10	\$4,000.00
1	1	1	3	Travel-PD	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-117-30-510-000000-24F10	\$2,000.00
2	1	1	1	Supplies	Instructional Coach	211-13-6119-04E-117-30-510-000000-24F10	\$1,500.00
2	1	1	2	PD-Reading/Math	Contracted professional development	211-13-6299-04E-117-30-510-000000-24F10	\$3,000.00
2	1	1	2	Supplies	Reading materials for professional development	211-13-6329-04E-117-30-510-000000-24F10	\$527.98
3	2	1	1	Supplemental material	Supplies and materials for instructional use	211-11-6399-04E-117-30-510-000000-24F10	\$5,000.00
3	2	1	1	Tutoring (after school)	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-117-30-510-000000-24F10	\$6,000.00
4	1	1	1	Activities	Extra duty for family engagement activities after hours	211-61-6116-04L-117-30-510-000000-24F10	\$1,000.00
4	3	1	1	SEL- support for students	Contracted student support services	211-32-6299-04E-117-30-510-000000-24F10	\$3,000.00
4	3	1	1	FWISD Transportation for students and teachers	Transportation costs for students	211-11-6412-04E-117-30-510-000000-24F10	\$5,000.00
Sub-Total							\$117,027.98
Budgeted Fund Source Amount							\$117,027.98

Title I (211)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SCE (199 PIC 24)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	2	1	Substitute for teacher planning	Subs for supplemental instruction	199-11-6112-001-117-24-313-000000-	\$2,000.00	
1	1	2	1	Material	Supplies and materials for instructional use	199-11-6399-001-117-24-313-000000-	\$2,000.00	
1	1	2	1	Classroom Material	Reading materials for classroom use	199-11-6329-001-117-24-313-000000-	\$1,000.00	
2	1	1	2	LST Planning	Contracted instructional services	199-11-6299-001-117-24-313-000000-	\$1,273.00	
							Sub-Total	\$6,273.00
							Budgeted Fund Source Amount	\$6,273.00
							+/- Difference	\$0.00
Parent Engagement								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	1	1	1	Student Handbooks, material for parent activity	Supplies and materials for parental involvement	211-61-6399-04L-117-30-510-000000-24F10	\$1,000.00	
4	1	1	1	Beverages, snacks for parents and students attending events	Snacks for Parents to promote participation	211-61-6499-04L-117-30-510-000000-24F10	\$1,490.00	
							Sub-Total	\$2,490.00
							Budgeted Fund Source Amount	\$2,490.00
							+/- Difference	\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Tutoring (Bilingual)	Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-117-25-313-000000	\$1,000.00
3	2	1	1	Supplemental materials- geared towards 3rd-5th Reading	Supplies and materials - instruction	199-11-6399-001-117-25-313-000000	\$802.00
Sub-Total							\$1,802.00
Budgeted Fund Source Amount							\$1,802.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Supplies-Thinking Lab	GENERAL SUPPLIES		\$331.00
Sub-Total							\$331.00
Budgeted Fund Source Amount							\$331.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Supplies	GENERAL SUPPLIES		\$419.00
1	1	1	3	Substitutes-LST feedback/coaching	SUBS - SUPPORT		\$1,000.00
Sub-Total							\$1,419.00
Budgeted Fund Source Amount							\$1,419.00
+/- Difference							\$0.00
Grand Total Budgeted							\$129,342.98
Grand Total Spent							\$129,342.98
+/- Difference							\$0.00