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 Mitchell Boulevard enrollment consists of 363 students. The demographics consists of 42% Hispanic, 55% African American, and 2% White/Other. The attendance is 93.2%. Student discipline consists of 126 referrals which is 17% of students. 20% of students are enrolled in special education. About 20% 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 26.2%

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 to accelerate achievement by student groups. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Mitchell Boulevard is a thriving neighborhood school serving all students to its highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus has seen 17% of students enrolled receive referrals. A total of 126 referrals. Root Cause: Students lack social and emotional support and react to challenges without the emotional tools needed

Problem Statement 2 (Prioritized): Only 14% of African American and Hispanic students are on meets grade level on math per Spring 2023 Benchmark Root Cause: Students have large instructional gaps in math
Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Math showed a decline in growth, from 59% last year to 46% meeting growth this year
- Grade 4 Math showed declines in achievement and growth (-14% pts Meets, -32% pts for growth), though both remained comparable or higher to comparisons
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

MOY MAP GROWTH READING

- Reading showed increases in achievement and growth, with an increase of +4% points at Meets
- While Grade 5 showed declines in growth for Math, achievement showed very large gains (+14% pts Approaches, +7% pts for Meets); similarly large achievement gains were seen in Grade 5 Reading; both had achievement higher than comparison schools
- A similar pattern was seen at Grade 3 (growth declined or stagnant but with increases in achievement levels); both were “middle of the pack” among comparison schools

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 20% 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 17% 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 Mitchell Boulevard 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: Discipline consists of 17% of students enrolled with referrals. A total of 126 referrals. Root Cause: Students coming with social emotional needs

Problem Statement 2 (Prioritized): Student attendance at 93.2% and not the target of 95% Root Cause: Chronic absenteeism plays a role in absences along with mobility rate that is high
Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 88%
I know what is expected of me at work. - 96%
I have the materials & equipment to do my work well. - 71%
The mission/purpose of LAN makes me feel my job is important. - 92%
Overall Org Health Avg - 75%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 88%
I know what is expected of me at work. - 96%
I have the materials & equipment to do my work well. - 71%
The mission/purpose of LAN makes me feel my job is important. - 92%
Overall Org Health Avg - 75%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable. Root Cause: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 2: 54% of teachers feel that professional learning is valuable to them Root Cause: Teachers do not see the connection of why the professional learning is important and how it will impact instruction
Priority Problem Statements

Problem Statement 1: Only 14% of African American and Hispanic students are on meets grade level on math per Spring 2023 Benchmark

Root Cause 1: Students have large instructional gaps in math

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 20% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 2: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 17% of students are on meets grade level for math 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: Student attendance at 93.2% and not the target of 95%

Root Cause 4: Chronic absenteeism plays a role in absences along with mobility rate that is high

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 46% of Teachers receive feedback on their teaching while 79% of teachers find feedback valuable.

Root Cause 5: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 5 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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
District Goals

**District Goal 1**: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

**School Performance Objective 1**: By June of 2024, 15% of students will move at each level from approaches to meets and from meets to masters as measured by end of the year STAAR.

**Evaluation Data Sources**: STAAR

**Strategy 1**: Teachers will participate in professional development to enhance understanding and increase abilities to address student performance gaps

**Strategy's Expected Result/Impact**: Increased student performance on EOY assessments

**Staff Responsible for Monitoring**: Teachers

**TEA Priorities**:
Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers**:
Lever 4: High-Quality Instructional Materials and Assessments

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<thead>
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<th>Action Step 1 Details</th>
<th>Reviews</th>
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<td><strong>Action Step 1</strong>: Students will use hands on materials, STAAR prep materials, and paper to provide opportunities for students to practice and provide understanding of concepts.</td>
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<td><strong>Intended Audience</strong>: Teachers and students</td>
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**Strategy 2**: Campus Leadership Team will participate in professional development to further enhance abilities to drive high performing teachers and strong campus climate and culture.

**Strategy's Expected Result/Impact**: increased skillset in Campus Leadership Team

**Staff Responsible for Monitoring**: Principal
TEA Priorities:
Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning

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<td><strong>Action Step 2:</strong> Along with Campus Leadership Team, teachers attend professional development to continue to build and develop skillsets and practices.</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue
District Goal 1: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

School Performance Objective 2: Teachers and students will use appropriate, relative resources to allow them to reach all students, Tier 1-3, to increase student outcomes in all core content areas.

Evaluation Data Sources: STAAR

Strategy 1: Purchase materials and resources to allow teachers to effectively reach all students at Tier 1-3

Strategy's Expected Result/Impact: Increased student performance in outcomes on STAAR.

Staff Responsible for Monitoring: Campus Leadership Team

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<td>Action Step 1: Purchase materials and/or resources to allow Teachers to work with all students, Tier 1-3</td>
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<td>Intended Audience: teachers, students</td>
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<td>Action Step 2: Purchase instructional resources to improve special education student outcomes in all core areas.</td>
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<td>Funding Sources: - SPED (199 PIC 23) -  - $5,087</td>
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- No Progress
- Accomplished
- Continue/Modify
- Discontinue
District Goal 2: MIDDLE YEARS 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 of 2024, 75% of students in grades K-5th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

**Evaluation Data Sources:** MAP DATA

Strategy 1: Teachers will continue to implement use of Stemscopes with fidelity while receiving instructional support from coaches and administration.

- **Strategy's Expected Result/Impact:** Increased scores in MAP and STAAR
- **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Lead Support Teachers

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
  Lever 5: Effective Instruction

<table>
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<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Teachers teach concepts through Stemscopes using mathematics manipulatives, programs, and materials including paper to reinforce abstract math concepts</td>
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<td><strong>Intended Audience:</strong> K-5 students</td>
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- 0% No Progress
- 100% Accomplished
- Continue/Modify
- X Discontinue
District Goal 3: 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 of 2024, 65% of students in grades K-5 will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP

Strategy 1: Year 2 implementation of the literacy model with automaticity ensuring instructional coach support and administrative monitoring.

Strategy's Expected Result/Impact: Increase in MAP and STAAR performance

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

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<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: Data meetings and PLCs to ensure aligned instruction is providing results and outcomes that are yielding improved results</td>
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<td><strong>Intended Audience:</strong> Teachers and staff</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Data Analyst</td>
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<td><strong>Date(s) / Timeframe:</strong> Every other week throughout the school year and after each assessment</td>
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<td>Action Step 2: Provide resources to allow Gifted and Talented students relevant instruction.</td>
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<tr>
<td><strong>Intended Audience:</strong> GT students</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Teachers</td>
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### School Performance Objective 1 Problem Statements:

<table>
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<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Only 20% of students are on meets grade level for reading according to MOY MAP Growth</td>
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</table>
**District Goal 3: 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 of 2021, 80% of students in Pre-K will meet or exceed growth target as measured by CLI Engage from EOY to BOY

**Evaluation Data Sources:** CLI Engage
District Goal 3: 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 of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

Evaluation Data Sources: TX-KEA and MAP Data
**District Goal 4**: Parental Involvement: By June 2024, we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%.

**School Performance Objective 1**: Increase the number of members belonging to the campus PTO by greater than 10%.

  **Evaluation Data Sources**: PTO membership log

**Strategy 1**: PTO and administration will host Monthly Campus Chats with the Principal and/or various representatives from the campus to develop communication and rapport with our families.

  **Strategy's Expected Result/Impact**: Increase the enrollment of PTO and parent volunteers

  **Staff Responsible for Monitoring**: Parent Liaison, Campus Administration

  **TEA Priorities**:
  Build a foundation of reading and math
  - *ESF Levers*:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1</strong>: Host PTO events, nights, and chats etc.</td>
<td><strong>Intended Audience</strong>: Parent/guardians  <strong>Provider / Presenter / Person Responsible</strong>: Parent Liaison/ Lead Support Teachers  <strong>Date(s) / Timeframe</strong>: 2023-2024 school year  <strong>Funding Sources</strong>: - Parent Engagement - 211-61-6399-04L-144-30-510-000000-24F10 - $500</td>
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<tr>
<td><strong>Action Step 2</strong>: Increase involvement with bilingual student and families on campus to increase involvement in student learning.</td>
<td><strong>Intended Audience</strong>: Bilingual families  <strong>Provider / Presenter / Person Responsible</strong>: Campus Leadership, Counselor, Intervention Specialist, Family Engagement Specialist  <strong>Date(s) / Timeframe</strong>: 2023-2024  <strong>Funding Sources</strong>: - BEA (199 PIC 25) - 199-61-6499-001-144-25-313-000000 - $1,581</td>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
District Goal 4: Parental Involvement: By June 2024, we will increase the number of parents/guardians and outside volunteers that are actively involved with the campus by 10%

School Performance Objective 2: Increase the number of volunteers by 10% on the campus to support students in both social/emotional and academic growth.

Evaluation Data Sources: Reading Partners volunteer

Strategy 1: Communicate with neighborhood businesses and outside companies to encourage business/school relationships

Strategy's Expected Result/Impact: Outside business staff support students socially/emotionally as well as academically

Staff Responsible for Monitoring: Principal/Assistant Principal, Parent Teacher Liaison

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1:</strong> Develop partnership with various businesses for outside influence from the community to build a community partnership to support our children</td>
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<td><strong>Intended Audience:</strong> Students/Teachers</td>
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<tr>
<td><strong>Action Step 2:</strong> Provide monthly engagement meeting with parents/families to continue to educate them on the increased stakes of state assessments, school accountability, and expectations for our children.</td>
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<td><strong>Intended Audience:</strong> Parents and families</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Campus Leadership</td>
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- 0% No Progress
- 100% Accomplished
- Continue/Modify
- Discontinue

144 Leadership Academy at Mitchell Boulevard Elementary
Generated by Plan4Learning.com
# Campus Funding Summary

## Title I (211)

<table>
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<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>Supplies and materials for instructional use</td>
<td>211-11-6399-04E-144-30-510-000000-24F10</td>
<td>$10,000.00</td>
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</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Data Analyst</td>
<td>211-13-6119-04E-144-30-510-000000-24F10</td>
<td>$75,826.00</td>
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</tr>
</tbody>
</table>

**Sub-Total** $107,686.55

**Budgeted Fund Source Amount** $107,686.55

**+/− Difference** $0.00

## SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-144-24-313-000000-24F10</td>
<td>$5,253.00</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total** $5,253.00

**Budgeted Fund Source Amount** $5,253.00

**+/− Difference** $0.00

## Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Supplies and materials for parental involvement</td>
<td>211-61-6399-04L-144-30-510-000000-24F10</td>
<td>$500.00</td>
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</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Snacks for Parents to promote participation</td>
<td>211-61-6499-04L-144-30-510-000000-24F10</td>
<td>$1,696.00</td>
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</tbody>
</table>
### Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Sub-Total**: $2,196.00

- **Budgeted Fund Source Amount**: $2,196.00
- **+/− Difference**: $0.00

### BEA (199 PIC 25)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>Snacks - parent/community to promote participation</td>
<td>199-61-6499-001-144-25-313-000000</td>
<td>$1,581.00</td>
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</table>

**Sub-Total**: $1,581.00

- **Budgeted Fund Source Amount**: $1,581.00
- **+/− Difference**: $0.00

### Gifted & Talented (199 PIC 21)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>1</td>
<td>2</td>
<td></td>
<td>GENERAL SUPPLIES</td>
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</tbody>
</table>

**Sub-Total**: $346.00

- **Budgeted Fund Source Amount**: $346.00
- **+/− Difference**: $0.00

### SPED (199 PIC 23)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>GENERAL SUPPLIES</td>
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**Sub-Total**: $5,087.00

- **Budgeted Fund Source Amount**: $5,087.00
- **+/− Difference**: $0.00

**Grand Total Budgeted**: $122,149.55

**Grand Total Spent**: $122,149.55
<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+/- Difference</td>
<td></td>
<td>$0.00</td>
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</tbody>
</table>