

# Wichita Falls Independent School District

## Fain Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

Our mission at Fain Elementary is to empower our students to communicate, innovate, and become authentic problem solvers.

## Vision

As a STEM (Science, Technology, Engineering, Math) campus, students will master state standards through the lens of the Engineering Design Process. Students are encouraged to use inquiry skills, think critically, collaborate, and become reflective learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Fain Elementary has a large number of "neighborhood" students that return from year to year. Fain is a school-wide Title 1 school that allows for additional funds for staff and for tutorials for struggling students. Fain is a project based learning campus with a STEM emphasis.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Continued training on PBL and STEM **Root Cause:** Young staff with little experience in PBL or STEM.

**Problem Statement 2:** Training of new administrative staff. **Root Cause:** New Principal

# Student Learning

## Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CLI assessments, TxKEA, Unit Assessments, MAP data, Waterford, Education Galaxy, and additional summative assessment and a variety of formative assessments, and STAAR. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the ARD, LPAC, 504, MTSS and SST processes.

### TXKEA Kinder

#### Percentage of students on track in each area is listed for EOY data:

Vocabulary: 70%

Letter Names: 79%

Spelling: 66%

Letter Sounds: 66%

Blending: 61%

Decoding: 51%

Comprehension: 76%

We were below the district in the following areas:

Vocabulary- -2%

Decoding- -4%

### STAAR Scores 2022

3rd M: 76% Approaches, 36% Meets, 17% Masters

3rd R: 78% Approaches, 56% Meets, 25% Masters

4th M: 75% Approaches, 47% Meets, 30% Masters

4th R: 82% Approaches, 53% Meets, 19% Masters

5th M: 74% Approaches, 48% Meets, 24% Masters

5th R: 76% Approaches, 63% Meets, 44% Masters

5th S: 79% Approaches, 47% Meets, 32% Masters

### MAP GROWTH data

#### *Percent met projection for EOY*

Goal  $\geq$  50

Kinder Math: 61%

1st Reading: 75% Math: 75%

2nd Reading: 47% Math: 48%

3rd Reading: 59% Math: 42%

4th Reading: 54% Math: 51%

5th Reading 52% Math: 50%

(Use Projected Proficiency Summary in NWEA)

Grade	MAP BOY Math	MAP BOY Reading	MAP MOY Math	MAP MOY Reading	MAP EOY Math	MAP EOY Reading
2	App: 40.9%	App: 30.3%	App: 24.2%	App: 23.9%	App: 25.4%	App: 14.1%
	Meets: 19.7%	Meets: 16.7%	Meets: 27.3%	Meets: 23.9%	Meets: 25.4%	Meets: 28.2%
	Masters: 4.5%	Masters: 22.7%	Masters: 6.1%	Masters: 19.4%	Masters: 8.5%	Masters: 22.5%
3	App: 48.3%	App: 31%	App: 44.3%	App: 25%	App: 44.1%	App: 25%
	Meets: 19%	Meets: 27.6%	Meets: 16.4%	Meets: 30%	Meets: 23.7%	Meets: 25%
	Masters: 8.6%	Masters: 20.7%	Masters: 11.5%	Masters: 21.7%	Masters: 3.4%	Masters: 23.3%
4	App: 39.3%	App: 43.6%	App: 33.9%	App: 38.6%	App: 35.7%	App: 22%
	Meets: 30.4%	Meets: 18.2%	Meets: 26.8%	Meets: 24.6%	Meets: 28.6%	Meets: 39%
	Masters: 5.4%	Masters: 20%	Masters: 12.5%	Masters: 14%	Masters: 8.9%	Masters: 20.3%

5	App: 26.3%	App: 24.6%	App: 33.3%	App: 21%	App: 33.9%	App: 19.7%
	Meets: 33.3%	Meets: 19.3%	Meets: 22.2%	Meets: 21%	Meets: 24.2%	Meets: 19.7%
	Masters: 10.5%	Masters: 28.1%	Masters: 12.7%	Masters: 27.4%	Masters: 14.5%	Masters: 34.4%

### Student Learning Strengths

Overall high number of students at Approaches.

Fain has utilizes MAPS data and other formative assessments to drive planning and small group instruction. Tutors, paraprofessionals, Instructional Coaches are needed to support differentiation and to meet the needs of Ss accommodations. Fain staff works with Ss to set goals and track progress on specific standards and on MAPS. Fain staff works to differentiate instruction, to not only provide intervention to low performing Ss, but to tweak instruction to move all Ss up on the MAPS growth index. Fain is a PBL/STEM campus which emphasizes in success skills and hands-on learning. Fain has a state of the art Makerspace and a Dexter Lab which features STEAM activities and robotics. Fain staff has worked with the Buck Institute for PBL; STEM Experts on STEM and the Engineer Design Process. Fain is a group member of ITEEA to further enhance the STEM component. Fain has purchased RGR for K-3 Reading Instruction to move Ss ahead in reading and to provide a solid foundation.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Providing quality tier 1 and tier 2 instruction in the regular classroom. Provide Really Great Reading as a foundation for teachers. **Root Cause:** Solid foundation for reading instruction.

**Problem Statement 2 (Prioritized):** Providing more hands-on opportunities and deeper learning experiences for students with robotics, coding, making, engineering **Root Cause:** Use of Engineer Design Process and Engineer Design Notebooks to form higher order processes for stem.

**Problem Statement 3:** Provide staff training on STEM and the Engineer Design Process **Root Cause:** Fain is enhancing PBL with a STEM focus, using the Engineer Design Process to enhance projects.

**Problem Statement 4:** Ss Growth and Data tracking **Root Cause:** Better understanding of MAPS data to drive instruction and small groups.

**Problem Statement 5:** Personnel and materials for small groups to provide differentiation and to assure that accommodations are available. **Root Cause:** Differentiated small group instruction.

# School Processes & Programs

## School Processes & Programs Summary

Fain has a young staff. Support systems, such as common grade level planning, PLC time, and a common learning framework will be in place. It will be important to help staff analyze student data and set learning goals based on TEKS. Fain staff will continue to work to provide differentiated instruction geared to student learning goals.

WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement

## School Processes & Programs Strengths

Fain is a PBL/STEM campus and has created success skills curriculum that allows for more student lead/hands-on learning. Fain has a strong STEM emphasis with weekly Makerspace, STEAM club, Stop! Drop! and Make!, and Robotics. Fain has a system in place for monitoring progress and driving instruction with MAPS and other formative teacher data. Fain, also, has a system in place for student goal setting and data tracking on the grade level standards and MAPS. Fain will have several new staff members, including a new Principal. Providing school tours, training, and planning with Instructional Coach will be necessary. Will utilize Title funds to train staff on STEM Education. Provide STEM information through ITEEA. Will also need to provide training on RGR for grades K, 2, 3.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Lack of knowledge on PBL, Makerspace, and Robotics. **Root Cause:** Continuous learning cycle for new projects and robotics.

**Problem Statement 2:** STEM Education Instruction for staff **Root Cause:** Enhancing PBL with STEM and utilizing the Engineer Design Process.

**Problem Statement 3:** Expose staff to more engaging teaching practices. **Root Cause:** Time and exposure to engaging teaching practices.



# Perceptions

## Perceptions Summary

School culture and climate is positive among students and staff in regards to respect, support, and behavior. School-wide systems are in place to promote positive behavior for students. School-wide systems are also in place to address the needs of students that might struggle with behavior. Fain staff has worked with Region 9 and the Marzano's teams to establish a safe and collaborative school. Fain has a Learning Commons area which includes a library, Makerspace, Dexter Lab, and outdoor Tinkerspace.

Fain communicates with parents through a "Tuesday Newsday" folder. School to home notes are sent in the Tuesday folder, as well as notes from PTA and weekly discipline information. Fain has a successful Read2Learn program in which community members read with 2nd graders. Fain has great support from PIE partners. Fain had great success from community involvement with student projects. Fain staff will teach through projects that include hands on opportunities and community aspects.

## Perceptions Strengths

Fain positive behavior support has been in place for over 10 years. Teachers have been trained in positive behavior support and CHAMPS. Lesson plans are in place for teachers to teach behavior expectations. Rewards are in place for student success, such as the Rockade, weekly drawings, monthly celebrations, and end of nine week incentives. Fain also has a strong PTA that actively participates in these reward systems. Fain is also fortunate to have a full-time counselor, dyslexia support teacher, 2 Interventionist/Instructional Coaches to assist with student support. Fain has a Learning Commons area which includes a library, Makerspace, Dexter Lab, and outdoor Tinkerspace.

Fain has an active PTA. Parents also are active in participating in student programs, holiday activities, Fun Night, and the End of Year Extravaganza. Fain also has some great PIE partners that work with our PTA to provide incentives and support for our students. Fain's Read 2 Learn has a very consistent participation from the community. Fain has great support from the community with projects and with working with students on success skills.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Continuing Positive Behavior Support through new administration. **Root Cause:** New administrator.

**Problem Statement 2:** Bringing community involvement levels up for projects, etc. **Root Cause:** Lack of community involvement due to COVID.

# Priority Problem Statements

**Problem Statement 1:** Providing quality tier 1 and tier 2 instruction in the regular classroom. Provide Really Great Reading as a foundation for teachers.

**Root Cause 1:** Solid foundation for reading instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Providing more hands-on opportunities and deeper learning experiences for students with robotics, coding, making, engineering

**Root Cause 2:** Use of Engineer Design Process and Engineer Design Notebooks to form higher order processes for stem.





**Problem Statement 2 Areas:** Student Learning

# Goals

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** Retain new teachers to the campus by 90% retention rate. Will be determined at staffing.

**Evaluation Data Sources:** HR data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will receive PD for best instructional strategies and engagement strategies as needed. Staff will also train in PBL and STEM Engineer design process to lead Ss with hands-on, research embedded strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine collaboration on best practices, district and campus initiatives. Opportunities for training</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Instructional coaches - Title 1 Part A - 21111611900109030000, Instructional Coaches - SCE</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** By May of 2023, Grades 1-5 will increase the MAP average RIT score, per grade level, from the BOY to the EOY by 10 points.

**Evaluation Data Sources:** MAPS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Goal Setting</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Balanced literacy and Guided math to differentiate instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased time for small group instruction in reading and math with differentiated small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Language Arts teachers Math Teachers Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Leveled reading material - Title 1 Part A - 211 11 6329 00 109 8 30 000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional Coach</p> <p><b>Strategy's Expected Result/Impact:</b> Provide assistance to teachers in the area of literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> salaries for coach - Not Funded - 21111611900109030000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Response to Intervention/tutoring/Small group accommodations</p> <p>Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching staff Counselor Instructional Coach Principal</p> <p><b>Funding Sources:</b> tutors - Title 1 Part A - 211 11 6118 67 109 8 30 000, - SCE - 199 E 11 6118 63 109 0 30 000 - \$5,000, Instructional coach salaries - Title 1 Part A - 21111611900109030000 - \$66,192, Benefits - Title 1 Part A - 21111614200109030000 - \$12,639</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Differentiated instruction that involves student lead learning through PBL practices, STEM, Robotics, and Makerspace.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in interest areas and at higher cognitive levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching Staff Principal</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Pebble Go for differentiated research for lower grades - Title 1 Part A - 211 11 6248 00 109 9 30 000, supplies/computers/equipment - Title 1 Part A - 211 11 6399 00 109 8 30 000, online service/maint agreement - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**





## Student Learning

**Problem Statement 1:** Providing quality tier 1 and tier 2 instruction in the regular classroom. Provide Really Great Reading as a foundation for teachers. **Root Cause:** Solid foundation for reading instruction.

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** In grades 1-5, 99% of students will be promoted, on the campus retention report, to the following grade by May 2022.

**Evaluation Data Sources:** Campus retention report 2021-2022

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> School-wide RTI time Response to Intervention will be provided as a targeted small group intervention to students with academic deficits. <b>Strategy's Expected Result/Impact:</b> Small group differentiated instruction will be utilized. <b>Staff Responsible for Monitoring:</b> Administrator All teaching staff Instructional coaches</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly. <b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Not Funded, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus will conduct a parent engagement event involving literacy. <b>Strategy's Expected Result/Impact:</b> Improve literacy <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<b>Problem Statement 1:</b> Providing quality tier 1 and tier 2 instruction in the regular classroom. Provide Really Great Reading as a foundation for teachers. <b>Root Cause:</b> Solid foundation for reading instruction.



**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** 100% of students will participate in higher education learning activities by the spring of 2022.

**Evaluation Data Sources:** counselor and teacher lesson plans  
EURECA Posters to Go

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide hands on learning through Project -based learning and makerspace, STEAM activities that extend learning to higher levels of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiation of instruction that provides real-world application and allows students to have choice in creating projects</p> <p><b>Staff Responsible for Monitoring:</b> Administrator All teaching staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Parent PBL Showcase - Title 1 Part A - 211 61 6399 00 109 0 30 215, Refreshment for parent showcase - Title 1 Part A - 211 61 6499 00 109 0 30 215, instructional supplies and materials - Title 1 Part A - \$1,916.37</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Providing more hands-on opportunities and deeper learning experiences for students with robotics, coding, making, engineering <b>Root Cause:</b> Use of Engineer Design Process and Engineer Design Notebooks to form higher order processes for stem.</p>

**Goal 3:** Connect high school to career and college.

**Performance Objective 3:** Increase student awareness, by 50%, of post-secondary opportunities by providing at least 2 college and career awareness activities through PBL's/STEM completed at each grade level in the fall and spring semester.

**Evaluation Data Sources:** PBL/STEM lesson plans





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for students to work with community on projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of career opportunities in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Improve low performing schools

**Performance Objective 1:** Increase school provided family engagement through PBL presentations and expos. In 2022-23 Ss will participate in MSU EURECA Posters to Go and other projects which facilitate community support. Fain will also provide parent involvement activities in the area of reading and on Camp Grady Spruce for 5th graders.

**Evaluation Data Sources:** Parent sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each grade will be responsible for projects in the fall and spring semester which will incorporate family and community presentations and expos.</p> <p><b>Strategy's Expected Result/Impact:</b> PBL strategies</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Fain Ss will participate with MSU EURECA to present their projects through Posters to Go. This event will be held, in conjunction with MSU, once in the fall and once in the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Presentation of PBL/STEM projects.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Parent Involvement - Title 1 Part A - 21161639900109030215 - \$986, Food for Parent Involvement - Title 1 Part A - 21161649900109030215 - \$150</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus will conduct a parent engagement event involving literacy. <b>Strategy's Expected Result/Impact:</b> Improve literacy <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Nov	Feb	May
<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>			

**Goal 4:** Improve low performing schools

**Performance Objective 2:** Increase the overall attendance rate to 96% by the end of the school year in 2023.

**Evaluation Data Sources:** Skyward data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will monitor monthly attendance of students and will contact parents when students are absent and set up meetings as necessary.</p> <p>*Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p><b>Strategy's Expected Result/Impact:</b> SART meetings parent contact</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p><b>Staff Responsible for Monitoring:</b> Principal PE Teacher</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Improve low performing schools

**Performance Objective 3:** Provide school-wide RTI time to provide tiered intervention in reading and math for students based on progress monitoring from teachers, MAPS Reports, and District benchmarks, Running Records, Unit Assessments, and Interim STAAR results. Progress will be monitored weekly and end of year assessments will measure progress in May of 2023.

**Evaluation Data Sources:** Weekly progress monitoring

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring, and accelerated instruction.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Fain Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1.8

**Brief Description of SCE Services and/or Programs**

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## Personnel for Fain Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chavez, Daniele	Aide	0.9
Ortega, Patricia	Aide	0.9



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bell, Kayci	Instructional Coach: Reading	School Wide	1

# Addendums

## 2022-23 Title I Campus Budget

Fain Elementary B. Danielle McSweeney

Estimated 2022-23 Title I Budget Allocation: \$68,508

Estimated Discretionary Funds: **\$14,292**

Total **\$82,800**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	109	3	30	000	\$1,000	Substitutes
211	11	6118	67	109	3	30	000	\$8,800	Tutoring
211	11	6118	00	109	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	109	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	109	3	30	000	\$68,508	Teacher Salaries, Stipends & Benefits
211	11	6129	00	109	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	109	3	30	000		Region Esc Services
211	11	6248	00	109	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	109	3	30	000		On-line services/Maint agreements
211	34	6294	67	109	3	30	000		Student busing for tutorials
211	11	6297	00	109	3	30	000		Printing
211	11	6299	00	109	3	30	000		Contracted Services - For Students
211	13	6299	00	109	3	30	000	\$1,700	Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	109	3	30	000		Instructional Reading materials/books
211	11	6339	00	109	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	109	3	30	000		Technology
211	11	6396	00	109	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	109	3	30	000	\$1,742	Software/Licenses
211	11	6399	00	109	3	30	000		Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	109	3	30	000	\$500	Teacher Staff Development Travel (not registration)
211	11	6412	00	109	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$82,800</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$1,188</b>	
211	61	6239	00	109	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	109	3	30	215		PFE Contracted Services
211	61	6297	00	109	3	30	215		PFE Printing
211	61	6399	00	109	3	30	215	\$800	PFE Supplies
211	61	6411	00	109	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	109	3	30	215	\$388	PFE Snacks
<b>TOTALS</b>								<b>\$1,188</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: *B. Danielle McSweeney*

Date: 08/17/2022

