

# Wichita Falls Independent School District

## Fowler Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

The mission of Fowler Elementary is to engage with families and create a partnership between school and home that supports the whole child.

## Vision

The vision of Fowler Elementary is that everyone in the learning community will learn everyday.

### **Wichita Falls Independent School District Goals**

Develop a culture of continuous improvement and accountability that fosters student success.

Produce students that are globally competitive.

Provide safe and secure facilities that support instructional programs.

Promote a culture of mutual support, collaboration and community engagement.

Demonstrate fiscal responsibility and operating efficiency

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# Comprehensive Needs Assessment

Revised/Approved: May 4, 2022

## Demographics

### Demographics Summary

Fowler Elementary is a Pre-Kindergarten through Fifth Grade neighborhood school that is currently serving 555 students. Enrollment has steadily increased during the past five years, with the largest enrollment of 600 during the previous few years.

The original structure of the building is 59 years old, built in 1963. Since then, there have been several additions and renovations to the building increasing the overall square footage of the building.

Fowler has incredible parental and community support from the following: Fowler Parent Teacher Organization, Johnson's Furniture, Modern Woodman Fraternal Financial, Sonic on Southwest Parkway, Wichita County Farm Bureau, Farmers Insurance Craig Brown, Texas Gymnastics Academy, Sticks, Western Hills Baptist Church, Atmos Energy, and American National Bank & Trust. Members of the previously mentioned group of stakeholders have been invited to serve on our Campus Site Based Decision Making Team.

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### Student Data:(OnData Suite 2/21/2022)

#### Enrollment by Grade (adult:student ratio)

- Pre-Kindergarten: 32 enrolled (2:16)
- Kindergarten: 77 enrolled (1:19.25)
- Grade 1: 86 enrolled (1:17.2)
- Grade 2: 99 enrolled (1:19.8)
- Grade 3: 83 enrolled (1:16.6)
- Grade 4: 101 enrolled (1:20.2)
- Grade 5: 77 enrolled (1:19.25)

#### Student Demographics:

##### Gender :

- Female 49.8% ( 277 students)
- Male 50.2% (279 students)

##### Ethnicity :

- Hispanic-Latino 22% (123 students)
- White/Non-Hispanic 54% (303 students)

##### Race :

- 0% (0 students) are American Indian-Alaskan Native
- 3.81% (21 students) are Asian%
- 8.9%(49 students) are Black - African American
- 0% (0 students) are Native Hawaiian - Pacific Islander
- 10.27% (56 students) are two-or-more races

#### **Student by Program:**

- The mobility rate is 10.3% for the 2019-20 school year (TAPR Report 20-21)
- 11.5% (69 students) are identified as Special Education (TAPR Report 20-21)
- 3% (18 students) are identified as a student with Dyslexia (TAPR Report 20-21)
- 7.5% (45 students) are identified as Gifted & Talented Program (TAPR Report 20-21)
- 5% (30 students) are identified as Limited English Proficient (English Learners) (TAPR Report 20-21)
- 7.2% (43 students) are identified as Section 504 (TAPR Report 20-21)

#### **Other Student Information:**

- 42.1% (252 students) of the student population is Economically Disadvantaged (TAPR Report 20-21)
- 36.6% (219 students) of the student population is At-Risk (TAPR Report 20-21)
- 9.2% (55 students) of are Military Connected (TAPR Report 20-21)
- 0.5% (3 students) identified as Homeless (TAPR Report 20-21)

#### **Staff Data:**

##### **Total Staff: 68 (TAPR Report 20-21)**

- General Education Teachers: 41.3
- Special Education Teachers: 5
- Professional Support: 6.5
- Campus Administration (School Leadership): 2.5
- Educational Aides: 17.6
- Librarians: 1
- Counselor: 1

#### **Demographics Strengths**

Fowler Elementary has a diverse group of learners that often remain at Fowler from Kindergarten through their Fifth Grade year. This has created a family atmosphere of staff, parents/guardians, and students that are invested in the school community. During the 2019-2020 school year Fowler obtained a Level 1 High Reliability School (HRS) Certificate. During the 2021-2022 school year Fowler obtained the Capturing Kids Hearts National Showcase School. As a school-wide Title 1 campus we have the ability to allocate funds for staff professional development, tutorials for struggling students, and instructional materials.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As a campus we have experienced an upward trend of students that qualify as economically disadvantaged. **Root Cause:** The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

**Problem Statement 2:** Our staff demographic breakdown does not reflect the student and family population we serve. **Root Cause:** Perceptions about Wichita Falls as a town and as an ISD.

**Problem Statement 3 (Prioritized):** Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic. **Root Cause:** Lack of systems to engage ALL families and community members

# Student Learning

## Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CPM (PK) Texas Primary Reading Inventory (TPRI), district benchmarks, running records (RazKids), MAP (BOY, MOY, & EOY), additional summative assessment and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes.

Although the state did not maintain accountability ratings for the 20-21 school year, students in grades 3-5 took the STAAR test. The scores on these tests were significantly lower than in past years. We believe this is due to many factors including loss of 9 weeks of new instruction in the 19-20 school year due to the pandemic, the requirement for teachers to teach both remotely and face-to-face causing teachers to be stretched too thin, a number of students in and out of remote status due to parent request or mandatory quarantine, and a push to teach students where they are to help close some gaps rather than focusing on STAAR.

Grade	Assessment	Skill	Measure	BOY	EOY
PK	CIRCLE	Rapid letter naming	% on grade level	45	75
	CIRCLE	Mathematics	% on grade level	94	100
K	TX-KEA	Letter names	% on grade level	81	83
	MAP	Mathematics	Average RIT score	144	163
1	MAP	Reading	Average RIT score	158	171.9
(RSSP)	MAP	Mathematics	Average RIT score	164.5	181.3
2	MAP	Reading	Average RIT score	169.7	180.7
	MAP	Mathematics	Average RIT score	173.5	187.5

Grade	Subject	(last year)		(projected proficiency)		(end of year)		MAP average RIT	
		2021 STAAR		MAP STAAR Predictor		2022 STAAR	BOY	EOY	
3	Reading	Appr:	63.81	Appr:	83.9	Appr:	86.21	190.7	201.1
		Meets:	31.43	Meets:	58.6	Meets:	57.47		
		Masters:	12.38	Masters:	25.3	Masters:	33.33		
3	Math	Appr:	75	Appr:	78.2	Appr:	75.86	190.8	203
		Meets:	72.78	Meets:	51.5	Meets:	36.78		
		Masters:	30	Masters:	7.9	Masters:	17.24		
4	Reading	Appr:	78.75	Appr:	87.8	Appr:	84.54	200.4	212
		Meets:	58.75	Meets:	61.2	Meets:	59.79		
		Masters:	30	Masters:	26.5	Masters:	23.71		

		<b>(last year)</b>		<b>(projected proficiency)</b>		<b>(end of year)</b>		<b>MAP average RIT</b>	
4	Math	Appr:	75	Appr:	81.6	Appr:	83.51	202	216.1
		Meets:	52.78	Meets:	70.4	Meets:	48.45		
		Masters:	44.44	Masters:	11.2	Masters:	18.56		

Grade	Subject	<b>(last year)</b>		<b>(projected proficiency)</b>		<b>(end of year)</b>		<b>MAP average RIT</b>	
		2021 STAAR		MAP STAAR Predictor		2022 STAAR		BOY	EOY
5	Reading	Appr:	72.73	Appr:	84.6	Appr:	90.97	209.9	217.8
		Meets:	48.48	Meets:	54.4	Meets:	61.84		
		Masters:	37.37	Masters:	30.8	Masters:	39.47		
5	Math	Appr:	49.8	Appr:	84.4	Appr:	86.84	214.4	223.7
		Meets:	54.55	Meets:	66.3	Meets:	56.58		
		Masters:	33.33	Masters:	18.2	Masters:	36.84		
5	Science	Appr:	72.73			Appr:	77.63		
		Meets:	36.36			Meets:	48.68		
		Masters:	15.15			Masters:	22.37		

### Student Learning Strengths

According to the MAP Math Growth Report in grades Kinder, 1st, and 4th students exceeded the grade-level norm projected growth.

According to the MAP Reading Growth Report in grades 3rd, 4th, and 5th students exceeded the grade-level norm projected growth.

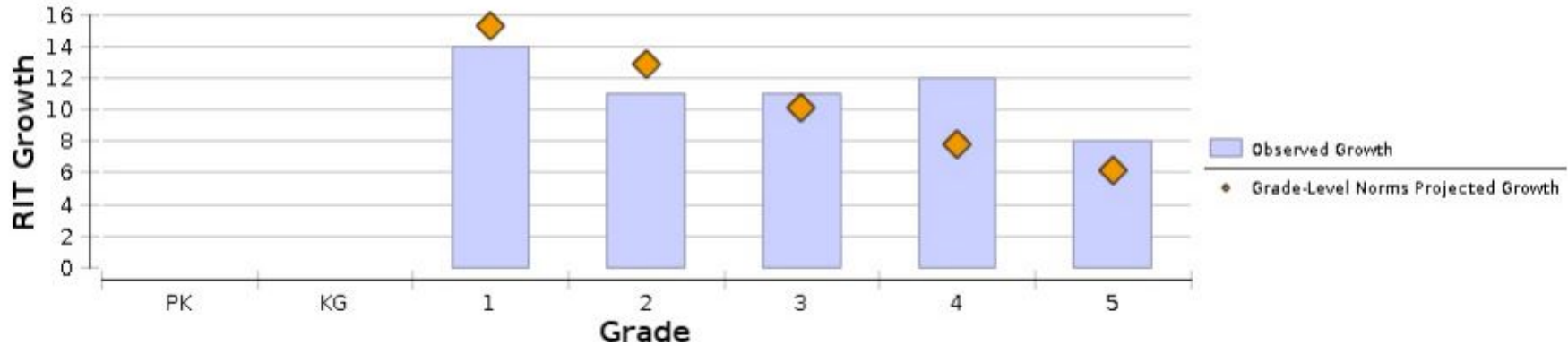


# FOWLER ELEMENTARY

Language Arts:  
Reading

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods							Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
KG	0	**			**			**						**			
1	82	158.0	12.0	65	171.9	13.7	56	14	1.0	15.2	-0.55	29	82	40	49	43	
2	96	169.7	13.6	34	180.7	12.1	26	11	0.8	12.9	-0.77	22	96	34	35	40	
3	81	190.7	13.8	72	201.1	13.7	72	11	1.0	10.1	0.13	55	81	40	49	47	
4	96	200.4	11.8	70	212.0	11.0	85	12	0.9	7.8	1.89	97	96	67	70	74	
5	71	209.9	13.9	78	217.8	11.2	84	8	0.9	6.1	0.93	82	71	46	65	59	

Language Arts: Reading

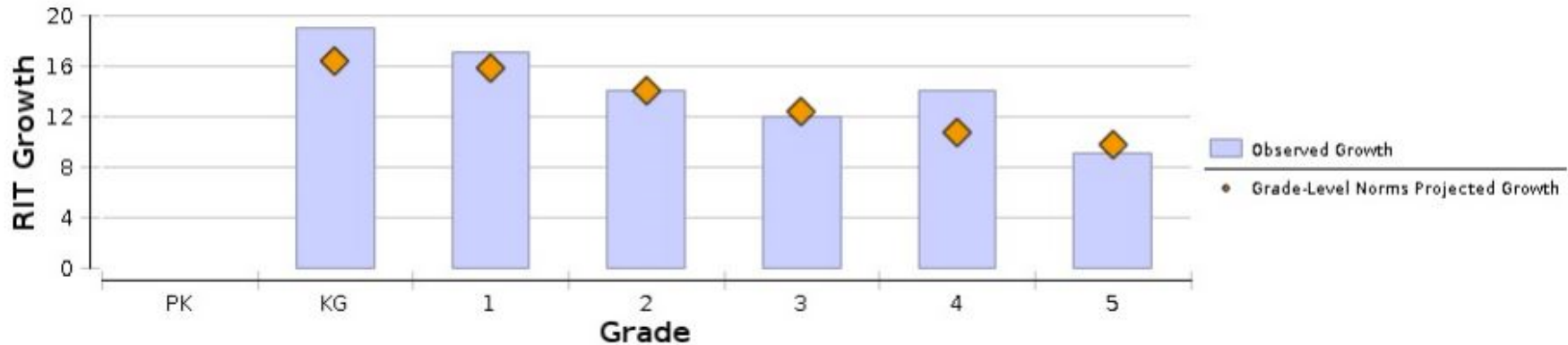


**FOWLER ELEMENTARY**

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
KG	71	144.4	7.9	81	163.8	9.9	92	19	0.9	16.3	1.43	92	71	49	69	69	
1	80	164.5	13.6	78	181.3	14.1	81	17	0.8	15.8	0.43	67	80	52	65	58	
2	96	173.5	13.8	40	187.5	13.9	40	14	0.9	14.0	0.01	51	96	51	53	50	
3	81	190.8	12.0	65	203.0	11.3	64	12	0.7	12.3	-0.06	47	81	44	54	52	
4	95	202.0	12.4	64	216.1	11.2	79	14	0.7	10.8	1.75	96	95	72	76	66	
5	70	214.4	12.4	76	223.7	12.3	74	9	0.8	9.8	-0.20	42	70	38	54	52	

**Math: Math K-12**



**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a significant gap between the performance of general education students and special education students. **Root Cause:** The increase of special education students may indicate the need for additional special education staff. Training for general education teachers, as well as special education paras to meet the needs of special education students is inadequate.

**Problem Statement 2:** As a campus we have experienced an upward trend of students that qualify as economically disadvantaged. **Root Cause:** The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

**Problem Statement 3:** Not all staff have an understanding for: Seidlitz, HRS/ASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLCs, MTSS, etc. **Root**

**Cause:** The transition in staff and not having a continuous training model.

**Problem Statement 4 (Prioritized):** Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate. **Root Cause:** Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

# School Processes & Programs

## School Processes & Programs Summary

Fowler hired several new teachers this year: 1st Grade (1st year), 1st Grade (experienced), 3rd Grade (new to gen ed.), and 5th Grade (experienced). Support systems, such as common grade level planning, PLC time, and a common learning framework will be in place for these new staff members. Additionally, two Instructional Coaches mentor teachers and provide support and resources to all staff. All new teachers paired with experienced, skilled teachers.

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

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Through the Marzano's training, the staff has adopted a common learning framework. Fowler language arts teachers will utilize Balanced Literacy to improve student achievement in reading. Fowler math teachers will implement Guided Math to improve student achievement in math. Seidlitz will be utilized at all grades/content areas to improve Tier 1 instruction.

Teachers in Pk, K, 1st, 2nd, and 3rd grades will have access to 11 devices. 4th and 5th grader studnets will continue to have 1:1 devices. Teachers not previously attending Google training will have an opportunity to be trained.

Two selected groups of teachers and leaders went through extensive Marzano's HRS (Highly Reliable Schools) Level 1 Training. The model and appopach were brought back to inform decision making and positively impact the safety and collaborative nature in which things are done.

Safety and security of staff and studnets is our number one concern. All exterior doors, with the exception of one at the front office are kept locked. Montly safety drills and logs are maintained. The profess and procedure in which these are done are modified when necessary. Staff wear name badges and all visitors to campus have to sign in with front office staff nd are printed a name badge. Background cekcks must be obtained to volunteer in classrooms and attend field trips or class parties.

Fowler has many activities for students to participate in including clubs, UIL, choir, writing club, STEAM Club, and student council.

We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.

All staff at Fowler Elementary are Highly Qualified with the exception of one first grade classroom. Instructional Coaches provided instructional support for all teachers at Fowler. All new teachers are provided a mentor and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. Training is provided throughout the year to support all teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention.

An independent intervention period is built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students. Fowler strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

## School Processes & Programs Strengths

Fowler staff participated in the Marzano High Reliability School training this year which will build systems for learning on campus. Fowler will work to implement learned strategies from the level 1 training to inform decision making. Several teachers have been through the ASOT training and a common instructional framework will be in place for teachers. Instructional coaches will help foster new teachers on campus and facilitate the ASOT training with staff members.

Fowler has earned the designation as a National Capturing Kids Heart Showcase Campus during the 2021-2022 school year.

The District provides curriculum-based assessments to help monitor teacher and student progress. The District also provides a benchmark assessment. After each of these assessments, staff looks at student and curricular needs and makes adjustments.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Not all staff have an understanding for: Seidlitz, HRS/ASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLCs, MTSS, etc. **Root Cause:** The transition in staff and not having a continuous training model.

**Problem Statement 2 (Prioritized):** Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate. **Root Cause:** Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

# Perceptions

## Perceptions Summary

Fowler has a culture in which all members strive for greatness. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Fowler believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe and often have teachers from other campuses or districts come to our school to observe. We invite community members to come and see what we are about. We partner with Midwestern State University to provide a place where aspiring teachers can come and learn. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn.

We gain insight into perceptions through staff, students, and parent surveys conducted throughout the year.

## Perceptions Strengths

We get positive feedback from parents. We often get compliments about the culture of our school and other schools and community (Midwestern State University) send people to visit and observe. Overall, parents have indicated through parent surveys that they are satisfied with the communication from the school, as well as, parent and family involvement opportunities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our staff demographic breakdown does not reflect the student and family population we serve. **Root Cause:** Perceptions about Wichita Falls as a town and as an ISD.

**Problem Statement 3:** As a campus we have experienced an upward trend of students that qualify as economically disadvantaged. **Root Cause:** The poverty rate in Wichita Falls has increased causing the number of students entering our area schools qualifying as Eco. Dis. to also increase.

**Problem Statement 4 (Prioritized):** Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic. **Root Cause:** Lack of systems to engage ALL families and community members

# Priority Problem Statements

**Problem Statement 1:** There is a significant gap between the performance of general education students and special education students.

**Root Cause 1:** The increase of special education students may indicate the need for additional special education staff. Training for general education teachers, as well as special education paras to meet the needs of special education students is inadequate.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate.

**Root Cause 3:** Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Engagement of parents/guardians/community members is not perceived as equal in relation to our campus demographic.

**Root Cause 2:** Lack of systems to engage ALL families and community members

**Problem Statement 2 Areas:** Demographics - Perceptions

# Goals

Revised/Approved: June 6, 2022

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

**Performance Objective 1:** Retain 90% of staff at the end of the 2022-2023 school year.

**Evaluation Data Sources:** WFISD Staffing Information

Resignation/retirement letters

Mentors assigned





New Teacher Academy Agenda

New Teacher Academy Sign In Sheets

New Staff Survey and Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each new teacher will be assigned a content area and/or grade level mentor.</p> <p>Teachers new to Fowler will be given a go-to contact for support.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers' planning and teaching skills will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Instructional Coaches;</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year.</p> <p>*Professional development will be provided for all staff. PD will be designed to support improved student achievement.</p> <p>To include, but not limited to: Inclusion/Special Education, MTSS, PLC, Differentiation, NASOT, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will gain additional knowledge and their teaching practices will improve</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Instructional Coaches; District Curriculum Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The instructional coach and campus administrators will focus on providing assistance to teachers in need of instructional strategies and resources. The focus will be on new (including new to grade level) and/or struggling teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in content knowledge, planning and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches; campus administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Take Quick Data checks to analyze the perception of staff regarding level of support.</p> <p>Analyze data for trends, areas of strengths, areas that need to be improved. After reviewing data create a plan to improve our practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Gain an understanding of staff perceptive in school's overall safety, culture, and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal HRS Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</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>			

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

**Performance Objective 2:** Fill at least 90% of vacancies for the 2022-2023 school year by the end of May 2023.





**Evaluation Data Sources:** Number of vacancies based on report from HR and Talent Ed.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires.</p> <p>*The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Title II, Part A, Teacher &amp; Principal Training &amp; Recruiting</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> All current staff members are highly qualified.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** 80% of Pre-K students will score on or above grade level in letter knowledge at Wave 3 of the CLI Assessment.  
90% of Pre-K students will be on track as measured by the CLI math overall measure at Wave 3 of the CLI Assessment.





**Evaluation Data Sources:** CLI Engage Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Pre-K teachers will create a literacy and numeracy environment and will conduct regularly formal and informal assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy and numeracy competence Student learning will be reviewed and discussed during PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Teachers Instructional Coach Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** 90% of Kindergarten students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

**Evaluation Data Sources:** NWEA MAP Assessments & Reports BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> KG teachers will meet weekly with IC to plan and go over data relating to weekly phonics and math skills aligned to TRS.</p> <p>Title funds will also go towards purchasing materials to promote math and literacy development in each classroom. (Chart paper, markers to use in collaboration activities with students, hands on learning materials, headphones and online activities)</p> <p><b>Strategy's Expected Result/Impact:</b> All students leaving the year reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	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>			





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a significant gap between the performance of general education students and special education students. <b>Root Cause:</b> The increase of special education students may indicate the need for additional special education staff. Training for general education teachers, as well as special education paras to meet the needs of special education students is inadequate.</p>

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

**Performance Objective 3:** 90% of First Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

**Evaluation Data Sources:** NWEA MAP Assessments & Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1st grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement due to greater attendance (time on task)</p> <p><b>Staff Responsible for Monitoring:</b> 1st Grade teachers Instructional Coach Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Federal &amp; SCE Funds to purchase online instructional programs, supplies, and materials support teachers differentiate instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach Grade level teachers 1-5</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Supplemental Online Program - Title 1 Part A - \$9,687.50</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 4:** Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate. **Root Cause:** Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.





### School Processes & Programs

**Problem Statement 2:** Tier one instructional needs to be reviewed for areas of growth and areas in which to replicate. **Root Cause:** Tiered instruction should be differentiated and meet the needs of all learners. This isn't happening across the campus.

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

**Performance Objective 4:** 90% of Second Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.





**Evaluation Data Sources:** NEWA MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Second Grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Second Grade Teachers Principal Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 5:** 90% of Third Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.

**Evaluation Data Sources:** MAP Assessment / Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP scores.</p> <p><b>Staff Responsible for Monitoring:</b> Third Grade Teachers Instructional Coach Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 6:** 90% of Fourth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.





**Evaluation Data Sources:** MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Fourth Grade Teachers Instructional Coach Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	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 2:** Build a foundation of literacy and numeracy.

**Performance Objective 7:** 90% of Fifth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments. The grade as a whole will have a learning % over 100%.





**Evaluation Data Sources:** MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Fifth Grade Teachers Instructional Coach Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	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 3:** Connect high school to career and college.

**Performance Objective 1:** Increase student awareness of post-secondary opportunities by offering at least 3 college and career awareness activities by the end of the 2022-2023 school year.

**Evaluation Data Sources:** Flyers, Agendas, Photos, and Student Surveys





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Make students aware of post-secondary opportunities by all staff displaying a "meet the teacher" poster outside of their classroom that focuses on education and certifications/trades/military experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide exposure to new skills and potential areas of interest through three after school clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host a career exploration day. Each grade level will recruit parents from different professions to come and speak in 10-15 minute increments about their different career paths and the steps it took to get there.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities. Job exploration</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** 100% of core subject teachers will participate in a minimum of 9 targeted PLC meetings by the end of May 2023.

**Evaluation Data Sources:** PLC Meeting Minutes  
 PLC Meeting Agendas  
 Sign-In Sheets  
 Data Dig Spreadsheet

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Schedule weekly grade level PLC /MTSS meetings during the school day outside of the given planning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become more effective through continued professional development and support.</p> <p>Teachers will be aware of each student's progress or lack thereof and determine ways to target student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coaches            Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the campus ASOT team to develop a system for training, providing support, and holding teachers accountable for creating and tracking progress on their independent ASOT goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching by teachers each selecting an area on which to focus for the year, setting clear goals, and actively working toward those goals.</p> <p><b>Staff Responsible for Monitoring:</b> ASOT Team; Instructional Coaches; Teachers; Administrators</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District will provide campus with 1 Instructional Coach to assist campus in meeting these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction resulting in greater student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	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 school provided family engagement nights to 3 times a year by May of 2023.

**Evaluation Data Sources:** Parent Sign in Sheets  
 Event flyers/announcements  
 Parent surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide at minimum 3 opportunities for parent involvement by the end of the 22-23 school year to include parent nights and surveys to gather input.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math.</p> <p>Make more parents aware of how to help their children.</p> <p>Get more parents involved in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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, 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>Strategy's Expected Result/Impact:</b> Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math.</p> <p>Make more parents aware of how to help their children.</p> <p>Get more parents involved in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Funding Sources:</b> - Title I 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> Create opportunities for parents, students, and staff to provide input and feedback through surveys, general feedback forms, and meetings, including parent participation on the Campus Site Based Decision Making Team.</p> <p>*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>Strategy's Expected Result/Impact:</b> Parents will become aware of various aspects of literature, including genres and key concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Work to increase overall attendance rate from 96.51% to 97% by the end of the 2022-2023 school year.

**Evaluation Data Sources:** Attendance Reports

Parent Conferences

Home Visits





Phone calls to parents

Truancy involvement

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Make timely calls to parents for each student not in attendance by 10:00 am every day.</p> <p>Follow up to collect doctors'/parents' notes when students are absent.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve ADA</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk</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 identify and monitor students with chronic attendance issues. 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>Make phone calls to inquire about students with irregular attendance.</p> <p>Home visits for students with frequent absences.</p> <p>Involve truancy officer when issues persist.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ADA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer</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>All staff complete modules online.</p> <p>A TBSI team will be assembled and trained in TBSI and Handle with Care.</p> <p>All students will be trained on internet safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</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 Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</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>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Title 1, Part D, At-Risk</p> <p>*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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	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 4:** Help motivate students through recognition programs, maintaining at least 4 school wide recognition programs, by the end of the 2022-2023 school year and continuing classroom level recognition.

**Evaluation Data Sources:** Awards Ceremonies





Student of the Month

Academic Recognition

9 weeks parties

Fun Fridays





PBIS Classroom Incentives/classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a variety of programs within the classroom and across the campus, including, but not limited to:  Awards Ceremonies  Student of the week  Academic Recognition  9 weeks parties  Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	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 5:** Increase parent awareness and engagement opportunities by utilizing at least 3 modes of parent communication throughout the 22-2023 school year.





**Evaluation Data Sources:** Surveys  
 Calendars  
 ClassDojo  
 Social Media  
 Newsletters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Send home monthly calendars with up to date information about events, dress up days, holidays, etc.  <b>Strategy's Expected Result/Impact:</b> Parents will be aware of upcoming events and will provided with timely information about what's happening at school.  <b>Staff Responsible for Monitoring:</b> Administrators; teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize a Google Form for documenting phone calls made to parents by staff members.  <b>Strategy's Expected Result/Impact:</b> We will have a record of calls and attempted calls to keep parents engaged and informed regarding their student's academics and behavior.  <b>Staff Responsible for Monitoring:</b> Teachers; administrators; counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff will make "Sunshine Calls" (positive calls home) within the first six weeks of school.  <b>Strategy's Expected Result/Impact:</b> Staff will build a positive rapport with parents/families. Parents/families will be more receptive to any future potential negative calls that may have to take place.  <b>Staff Responsible for Monitoring:</b> Classroom teachers; Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 6:** Reduce the number of office referrals by at least 10% for the 2022-2023 school year.

**Evaluation Data Sources:** Discipline Referrals.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Capturing Kids Hearts on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts in every classroom, to set high levels of behavioral expectations for all students. Purchase CKH Premium to utilize the Social Emotional Learning curriculum at least 30 minutes per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students social emotional awareness training will allow them to exhibit empathy, kindness, etc. which should in turn reduce behavior issues.</p> <p>Increased positive teacher/student meaningful relationships</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers; Counselor; Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement the new district wide discipline plan, flow chart, and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Office referrals and classroom disruptions will be reduced</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers; administrators; counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Fowler Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.9

Brief Description of SCE Services and/or Programs

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## Personnel for Fowler Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christian, Pauline	Aide	0.9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
West, Cheri	Instructional Coach: Math	School Wide	1

# Addendums



## 2022-23 Title I Campus Budget

Fowler Elementary Alexandra Martin

Estimated 2022-23 Title I Budget Allocation: **\$89,010**

Estimated Discretionary Funds: **\$27,858**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	111	3	30	000	\$2,100	Substitutes
211	11	6118	67	111	3	30	000	\$15,000	Tutoring
211	11	6118	00	111	3	30	000	\$1,000	Teacher Extra Duty Stipend
211	13	6118	00	111	3	30	000	\$0	Teacher Extra Duty Stipend for PD
211	11	6119	00	111	3	30	000	\$61,152	Teacher Salaries, Stipends & Benefits
211	11	6129	00	111	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	111	3	30	000	\$0	Region Esc Services
211	11	6248	00	111	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	111	3	30	000	\$8,300	On-line services/Maint agreements
211	34	6294	67	111	3	30	000	\$0	Student busing for tutorials
211	11	6297	00	111	3	30	000	\$0	Printing
211	11	6299	00	111	3	30	000	\$0	Contracted Services - For Students
211	13	6299	00	111	3	30	000	\$0	Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	111	3	30	000	\$908	Instructional Reading materials/books
211	11	6339	00	111	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	111	3	30	000		Technology
211	11	6396	00	111	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	111	3	30	000	\$0	Software/Licenses
211	11	6399	00	111	3	30	000		Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	111	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	111	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$89,010</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$1,277</b>	
211	61	6239	00	111	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	111	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	111	3	30	215		<i>PFE Printing</i>
211	61	6399	00	111	3	30	215	\$1,077	<i>PFE Supplies</i>
211	61	6411	00	111	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	111	3	30	215	\$200	<i>PFE Snacks</i>
<b>TOTALS</b>								<b>\$1,277</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered	Non-transferrable: Must remain in PFE
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Principal Signature: *Alexandra Martin*

Date: 8/19/2022