

Wichita Falls Independent School District
Zundy Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Zundy is to foster academic excellence in a safe and caring environment through a partnership of family, staff, and community.

Vision

We, Zundy Eagles, will create an equitable environment by building a strong academic, social, and emotional foundation that will prepare all students for a successful future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment in On Suite from PIEMS dated 2/21/2022

Total=502

KG=76

Gr. 1=84

Gr. 2= 93

Gr. 3= 90

Gr. 4=81

Gr. 5=78

Economically disadvantages = 87.85%

Number of ELL students = 33.67%

SPED population = 14.54%

Hispanic= 69.72%

African American = 6.37%

White = 18.33%

Asian = .4%

American Indian = .4%

Two or more races = 4.78%

Demographics Strengths

- Campus attendance has remained consistent at 94% although it dropped to 89% in the fourth six weeks.
- Map data shows strengths in k-1 and 4-5
- The demographic data clearly reflects a diverse student population.
- At-risk support systems are in place to help at-risk students in demographic groups who continue to struggle academically.
- Family involvement continues to engage parents at school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery. **Root Cause:** As staff turns over due to district situation (RIF) and changes in placement, there will be change in 2022-23 school year. Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 3.

Problem Statement 2: There is not enough involvement with academic activities by the community in school. Parents attend activities that are fun and engaging but don't necessarily carry the academic engagement into the home. **Root Cause:** Parents lack the ability to teach their own children at home. They do, however, want their students to succeed.

Problem Statement 3: Continued academic support at home is needed for students who struggle. **Root Cause:** Sending homework to be done encouraged academic responsibility and allowed parents to keep students focused on completing it.

Problem Statement 4: The amount of teachers (4) that went on FMLA due to mental stress indicates the need for additional wellness support for our staff. **Root Cause:** The lack of curriculum, planning time and general discipline cause teacher stress.

Problem Statement 5 (Prioritized): Discipline rates are high throughout each grade level. **Root Cause:** CKH strategies were not used consistently, consequences had no effect on students,

Student Learning

Student Learning Summary

3rd Grade Reading - Approaches:38.6% Meets:12.5% Masters:4.5%

3rd Grade Math - Approaches:36.36% Meets:6.82% Masters:1.14%

4th Grade Reading - Approaches:49.4% Meets:23.5% Masters:7.4%

4th Grade Math - Approaches:40.7% Meets: 9.9% Masters:4.9%

5th Grade Reading - Approaches:56.1% Meets:22% Masters:7.3%

5th Grade Math - Approaches: 39% Meets:9.8% Masters:1.2%

5th Grade Science - Approaches:47.6% Meets:24.4% Masters:7.3%

Students are monitored throughout the year using a variety of instruments such as TXKEA, MAP Growth, unit tests, intedrim assessments, formative and summative assessments. Interventions are then developed, implemented, monitored, and adjusted through the RTI process, guided reading, and guided math. Additionally, students not responding to intervention are monitored through SST. Materials to support RTI, guided reading, guided math, and basic Tier I instruction have been purchased to help support these research-based strategies and increase student achievement at Zundy.

Student Learning Strengths

Teachers know how to use the learning continuum in MAP to identify bands of skills needed and groupings for interventions. MAP data is providing the information needed to make informed decisions regarding instruction for TIER 1, 2 and 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a large gap between high achievers and so many low achievers. **Root Cause:** The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.

Problem Statement 2 (Prioritized): Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Problem Statement 3: There is a need to complete the technology upgrade in all grade level classrooms to provide equitable use of technology for all students to . **Root Cause:** All

bilingual teachers were given a Promethean Board to integrate technology , but only a few in each grade level were given a Promethean in general ed.

Problem Statement 4 (Prioritized): The HB4545 and AI timeline must begin earlier in 2022-23 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements. **Root Cause:** Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor.

School Processes & Programs

School Processes & Programs Summary

The curriculum used throughout Zundy Elementary is TEKS Resource System which is aligned with the TEKS, ELPS and College Career Readiness Standards. MAP Growth results are used to measure student achievement. The results are used to show skills that may need to be retaught and students that need extra help to achieve mastery. Unit tests are used as Pre and Post tests school wide to assess student knowledge and guide instructional planning. Professional learning time is often spent analyzing classroom and campus data. Teachers and campus leaders view how their scores compared to the district average and other campuses.

Lesson planning is done by both teams and individuals. Differentiation and scaffolds are addressed through the use of research based strategies. These strategies include using hands on activities, manipulatives, large and small group instruction, and the utilization of research based programs such as Guided Reading, Guided Math, Balanced Literacy, Seidlitz, Capturing Kids' Hearts, and others. Professional development strategies can be seen in lesson plans and, then, classrooms. Fidelity checks help ensure these programmatic elements are being implemented. Readiness, supporting, and process standards are taught daily and are constantly being reviewed and practiced through reteaching, RTI, and classroom instruction.

Professional learning communities consist of grade level teachers, instructional coaches, and campus administration. When students are not showing progress, interventions are put into place, parents are contacted, and skills are analyzed and assessed in order to develop a plan of intervention. Both teachers and students participate in goal setting to increase student performance and students are encouraged to monitor their own academic progress. Content and language objectives are communicated through the We will and I will statements. The Fundamental Five model is used in all classrooms to make instruction as effective as possible. Each grade level is given time for vertical team alignment every 9 weeks using substitute teachers to take over classroom instruction.

Technology is utilized in every classroom to enhance instruction. We have 1 to 1 chrome books in 4th and 5th grades and classroom sets per classroom in grades K-3. Because of the bigger class sizes, Chromebooks will be added to the computer lab to assist with one to one digital learning.

Instructional Coaching Cycles are used to support and provide feedback to TIER 1 and 2 teachers.

School Processes & Programs Strengths

We utilize the TEKS Resource System for our curriculum.

Leadership meets weekly to PLC so that everyone on the team can better support teachers.

Technology is integrated into learning activities.

Student data is tracked in a variety of ways.

We are aligned with WFISD in implementing the following highly effective, research-based initiatives/programs: TEKS Resource System, Capturing Kids' Hearts, Seidlitz, Guided Reading, Guided Math, and Balanced Literacy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are still having trouble going through the TIER process and following the guidelines with fidelity. **Root Cause:** We need a change in the PLC process and schedule so that all teacher get the same information and work within the same framework.

Problem Statement 2 (Prioritized): We have inconsistent processes and programs in the classrooms. EAGLE time is too long. Need to maximize instructional time. **Root Cause:** There is a need to adjust the master schedule and review the schoolwide intervention time.

Perceptions

Perceptions Summary

At Zundy, we celebrate our successes and analyze shortcomings in search of becoming the best us. We are a Texas Public School, and as such, we welcome visitors to come observe any time. In fact, it is not uncommon to have teachers from other campuses come to our school to observe. We invite community members to come and see what we are about. We believe that it does indeed “take a village to raise a child”...we are the village of Zundy Elementary. We have been named a Capturing Kids' Hearts National Showcase school 3 years in a row. Zundy has strong family and community bonds.

Perceptions Strengths

As a Seidlitz Showcase school, we continue to implement Seidlitz 7 steps consistently. We post to Social Media as often as we can to tell the community all the wonderful things we do at Zundy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for increased communication between staff and parents regarding academics and not just behavior. **Root Cause:** Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Problem Statement 2: Zundy's attendance dropped from 94% in the 20-21 school year to 92.68% in the 21-22 school year. **Root Cause:** There is a lack of communication between schools and truancy and vice versa.

Priority Problem Statements

Problem Statement 3: There is a need to support new teachers to teaching or new to grade level teachers in academic instruction and discipline. They will need guidance in lesson planning and delivery.

Root Cause 3: As staff turns over due to district situation (RIF) and changes in placement, there will be change in 2022-23 school year. Curriculum and procedural support will have to be priority with only one instructional coach and a leadership team of 3.

Problem Statement 3 Areas: Demographics

Problem Statement 1: There is a large gap between high achievers and so many low achievers.

Root Cause 1: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: There is a need for increased communication between staff and parents regarding academics and not just behavior.

Root Cause 7: Many times we call parents for behavior but parents also want to know how their child is progressing academically.

Problem Statement 7 Areas: Perceptions

Problem Statement 4: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population.

Root Cause 4: The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: We have inconsistent processes and programs in the classrooms. EAGLE time is too long. Need to maximize instructional time.

Root Cause 2: There is a need to adjust the master schedule and review the schoolwide intervention time.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 5: The HB4545 and AI timeline must begin earlier in 2022-23 to complete the hour requirement. There is a need for good tutors to help complete the tutorial requirements.

Root Cause 5: Campus teachers trained and provided the tutoring this year. However, there was not enough time to complete the 30 hour requirements and teachers had to use their own instructional time to tutor.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Discipline rates are high throughout each grade level.

Root Cause 6: CKH strategies were not used consistently, consequences had no effect on students,

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

Performance Objective 1: Retain 85% of Zundy's campus staff for the 2022-23 school year.

High Priority

Evaluation Data Sources: Fully staffed before June 10, 2023





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: The campus will provide new staff with opportunities to attend New Teacher Training presented by WFISD District Curriculum Specialists after teachers have been tiered and identified in need of support. Ongoing campus specific staff development and targeted, small group teacher training will be provided. Returning staff will continue to receive training in district initiatives.</p> <p>Strategy's Expected Result/Impact: Collaboration on best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Administration</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Substitute teachers - General - \$1,000, Supplies and Materials - General - \$1,000</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: A teacher mentor will be assigned to each new teacher on campus. Monthly meetings will be used to guide mentors to better meet the needs of the new teachers at Zundy. Sign in Sheets, Agendas, Mentor surveys, New teacher Surveys will be used to monitor success.</p> <p>Strategy's Expected Result/Impact: Campus Routines and Procedures are not always made clear to new teachers on campus. Partnering with a campus veteran will help facilitate the success of each new classroom teacher with Campus and District requirements.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Admin</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies/Material - General - \$250</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 3: Professional Development will be provided for all staff to support academic achievement for all students. Training includes, but is not limited to Capturing Kids' Hearts, T-TESS, Seidlitz, Guided Math, Balanced Literacy, and TEKS Resource System.</p> <p>Select teachers may have opportunity to travel to teacher conferences to increase their teaching capacity and turn training around for the rest of the staff.</p> <p>Strategy's Expected Result/Impact: Teachers need opportunities for professional growth. Needs will be identified through a tier system for support.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Conference Registrations, Travel, Food/Lodge - Title 1 Part A - \$11,700</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: *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>Strategy's Expected Result/Impact: Seek out and recruit the best teachers we can find to improve our student achievement.</p> <p>Staff Responsible for Monitoring: Admin, HR</p> | Formative | | |
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Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Support Teachers with new technology and professional development related to technology integration as budget allows during 22-23 school year.

Evaluation Data Sources: Technology use integrated into lessons. Training will be provided to teachers prior to operation of new technology such as Smartboards. PLC agendas/sign in sheets





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers in Grades K-5 will be encouraged to use google classroom in their weekly instruction. Promethean boards will be integrated into classrooms as budget allows. They will be provided with training and support to help them learn how to use and implement technology tools within a classroom as part of their lesson plan.</p> <p>Strategy's Expected Result/Impact: Teachers must be ready to present instruction in a variety of ways including virtual distance learning .</p> <p>Staff Responsible for Monitoring: District instructional technology support, admin</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: cameras, chromebooks - Title 1 Part A - \$10,000</p> | Formative | | |
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 90% of Kindergarten students will master uppercase letters, lowercase letters and sounds by the End of the School Year in May 2023.

High Priority

Evaluation Data Sources: TXKea, EOY testing, running records, Waterford





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: PLC rotations will be more intentional so that teachers have better direction on intervention strategies and groups. Data digs and Data talks will guide small groups and identify skills to fill gaps. Focus on strengthening Tier 1 first with the appropriate instructional materials and supplies. .</p> <p>Strategy's Expected Result/Impact: Targeted intervention must identify weaknesses and strengths so that all students make progress.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin, Teachers</p> <p>Funding Sources: notebooks for data binders - General - \$200</p> | Formative | | |
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: At least 90% of Grades 1-2 will be reading on grade level by the End of the School Year in May 2023.

High Priority

Evaluation Data Sources: EOY testing, Running Records





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: PLCs will be structured on an intentional rotation so that teachers can better identify the students in need and provide more targeted intervention.</p> <p>Strategy's Expected Result/Impact: If teachers are targeting specific skills with specific kids in need ,the gaps will close and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, teachers, admin</p> <p>Funding Sources: Intervention materials/supplies - Title 1 Part A - \$2,500</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 1st grade students will grow at least 17.4 points on MAP EOY Growth by May 2023 in Reading. 2nd grade students will grow at least 22.37 points on MAP EOY Growth by May 2023 in Reading.</p> <p>Strategy's Expected Result/Impact: The correlation between MAP and STAAR is high. The closer students can get to grade level reading, the better they will perform on STAAR in the 3rd, 4th and 5th grade.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> | Formative | | |
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: The student achievement of grades 3-5 scale score on STAAR will increase from 50% in 2021-22 to at least 70% in 2022-23 by increasing purposeful station work and interventions in guided reading, guided math and EAGLE time.

High Priority





Evaluation Data Sources: EOY STAAR reports; 2021-22 School Report Card

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Use STEAM materials and station resources to increase student engagement in Math/Science/Reading to 100% on task behavior in all academic activities.</p> <p>Strategy's Expected Result/Impact: When students are engaged in meaningful and constructive learning, they are more likely to be successful academically.</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>Funding Sources: STEAM materials - Title 1 Part A - \$5,000</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: The percent of students who met projection on MAP will be > or = 50% for MOY and EOY MAP for 1-5. All grades will meet growth projections for MAP.

Evaluation Data Sources: MAP Growth Data MOY and BOY





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills with appropriate materials and supplies within their own classrooms.</p> <p>Strategy's Expected Result/Impact: When students see their strengths and weaknesses, they can monitor their own growth. Teachers can monitor growth as they work with interventions. Tracking one's own progress creates ownership for learning.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, admin, students</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide research based instruction that includes interactive technology as a tool to increase student engagement to meet grade level and individual MAP goals.</p> <p>Strategy's Expected Result/Impact: Technology will enhance student engagement when used interactively.</p> <p>Staff Responsible for Monitoring: teachers, coaches, principals</p> <p>Funding Sources: - Title 1 Part A</p> | Formative | | |
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: The percentage of ELs meeting language proficiency goals will increase using TELPAS from 36% in 2021 to 50% in 20212.

High Priority

Evaluation Data Sources: TELPAS 20212 results





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Bilingual/ESL teachers will work together to do some vertical planning at least twice a year so that the bilingual curriculum is aligned.</p> <p>Strategy's Expected Result/Impact: Our Bilingual population must be ready to take the STAAR in Spanish in the 3rd grade. Teachers must track progress to ensure that instruction is aligned for student achievement to close the gap.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Substitutes - General - \$500, Bilingual Teachers - SCE - \$215,000</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The ESL pullout teacher will provide in class support, pullout intervention and monitor progress of all bil/esl students.</p> <p>Strategy's Expected Result/Impact: The 26.5% of ELLs at Zundy will get the additional language instruction and practice that they need to keep up with the academic rigor of each subject they are learning. The added support will enhance their academic language to help them improve student achievement.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches</p> <p>Funding Sources: Bilingual supplies/materials - General - \$500</p> | Formative | | |
| | Nov | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Teachers will identify current Reading levels to measure growth for each student. All students will show growth by at least one reading level by the end of the school year.

High Priority

Evaluation Data Sources: running records

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Instructional Coach will conduct an initial training of all ELAR K-5 teachers in Running Records with practice sessions to calibrate teachers on the running record procedure. Teachers will be provided training in Balanced Literacy and Guided Math as needed.</p> <p>Strategy's Expected Result/Impact: When teachers are calibrated, they will more accurately assess the reading levels of each students so that they can more accurately target the needs of students for intervention.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principal</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: training/calibrating materials - General - \$100</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide research based software to support learning and provide intervention through technology. Programs like Education Galaxy and Mystery Science will be utilized as supplemental resources.</p> <p>Strategy's Expected Result/Impact: Students are engaged by technology. These programs will assist teachers in providing extra support and intervention in which they can work independently.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Software programs - Title 1 Part A - \$6,000</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: All ELAR teachers K-5 will be calibrated on Running Records Monthly.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets, Training/Practice materials</p> <p>Staff Responsible for Monitoring: instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> | Formative | | |
| | Nov | Feb | May |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 6 Problem Statements:

Student Learning





Problem Statement 2: Zundy has an increased need for highly trained teachers who demonstrate high levels of rigorous instruction using technology tools and effective teaching methods consistently in the classroom to meet the needs of a diversified population. **Root Cause:** The level of rigor has to meet the expectations of teachers. There is a need for consistent differentiation in classrooms. Not everyone is consistently teaching small groups.

Goal 3: Connect high school to career and college.

Performance Objective 1: By the end of 2022-23 school year, we will plan and execute a Campus Career Day in the Spring to expose students to the wide variety of careers available to them in this community.

Evaluation Data Sources: Teachers and SBDM will decide on the model to be used to teach careers to students and set a date for learning.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Send a Save the Date in the Fall so that presenters can prepare to be at Zundy on Career Day in the Spring. Strategy's Expected Result/Impact: Exposure to a variety of careers opens students' minds to the possibilities as they grow older. Staff Responsible for Monitoring: At Risk Coordinator, Career Day Committee, Admin</p> <p>Funding Sources: Printing - General - \$100</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will continue to wear College T-Shirts and jeans on Wednesdays to promote a college going community. Strategy's Expected Result/Impact: Students are encouraged to ask questions about the names of colleges that they see every Wednesday. They are encouraged to interview teachers about their colleges to gain more information. Staff Responsible for Monitoring: Admin.</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Partner with the MSU Athletic Dept. to participate in the Second and Seven Foundation's reading program with 2nd graders. Invite WFHS athletes and band members to visit with and/or entertain students on the Zundy campus to promote school spirit for our feeder high school. Strategy's Expected Result/Impact: If students can get excited about joining efforts with our feeder schools, they will look forward to being in high school and college. Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor</p> | Formative | | |
| | Nov | Feb | May |
| | | | |





| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Students will have the opportunity to participate in a variety of experiential field trips, after school clubs, and UIL Activities.</p> <p>Strategy's Expected Result/Impact: Create more well-rounded children and provide more opportunities for students to be involved in extracurricular activities.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator, After School Club Sponsors, UIL Coordinator</p> <p>Funding Sources: Supplies and Materials - Title 1 Part A - \$1,000, extra duty pay - Title 1 Part A - \$2,500</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Invite Graduating Seniors to Zundy for a Senior Walk in May.</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: By the end of 2021-22 school year, every 5th grade student will have researched and created a career goal.</p> <p>Strategy's Expected Result/Impact: Students who plan ahead will have a road map to a career goal that they can work towards and are more likely to achieve it.</p> <p>Staff Responsible for Monitoring: 5th grade teachers, admin, instructional coaches.</p> <p>TEA Priorities: 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 3: Connect high school to career and college.

Performance Objective 2: Use assessment data to identify the 4th and 5th graders in need of intervention to reduce the percentage of students requiring failure interventions in the summer to help Zundy achieve at least an 70% pass rate on math and reading by the end of 2022-23. Interventions will fulfill the requirements of HB4545.

Evaluation Data Sources: May 3/4 STAAR results for current 4/5 students





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: At-risk students will improve socially, emotionally & academically.</p> <p>Staff Responsible for Monitoring: Principal, At-Risk Coordinator, Counselor, Teachers</p> <p>Funding Sources: Accelerated Instruction material/supplies - Title 1 Part A - \$2,000, Tutors - Title 1 Part A - \$20,000, Covid Aides - SCE - \$40,000, 1FTE - At Risk Coordinator - SCE</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Data Meetings and PLC Meetings will focus on student data and which students must show growth to reach Mastered, Meets, and Approaches Grade Level status.</p> <p>Strategy's Expected Result/Impact: Ensure students continue to move forward in their progress.</p> <p>Staff Responsible for Monitoring: Grade level teachers and Instructional Coaches</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Partnerships with Community PIE Partners will provide extra Reading Buddies and Tutoring to students at risk of failing.</p> <ol style="list-style-type: none"> 1. Read2Learn 2. WFHS PALS 3. Parent volunteers <p>Strategy's Expected Result/Impact: Students receiving one on one or small group instruction have the opportunity to bond with a community member that can help guide and mentor the student (s) t success.</p> <p>Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor</p> <p>Funding Sources: Books/ tutoring materials - Title 1 Part A - \$2,500</p> | Formative | | |
| | Nov | Feb | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: Students who are assigned to a 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 the home campus.</p> <p>Strategy's Expected Result/Impact: Smooth transitions between facilities and school.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator, Admin, Counselor</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 3: Connect high school to career and college.

Performance Objective 3: Increase the number of parents that nominate their students and apply for TAG in K-2 and 3-5 by 10% during the January 2023 enrollment nomination period.





Evaluation Data Sources: number of students nominated for TAG in the spring.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Increase teacher awareness about the criteria used to identify and place a student in TAG at all levels K-5.</p> <p>Strategy's Expected Result/Impact: If students qualify for TAG, they have opportunity for enriched learning that will enhance their thinking to support and progress their student achievement.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</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: Improve Zundy's School Progress measure on the Texas School Report Card from 72 to 80% on STAAR.





Evaluation Data Sources: txschools.org, STAAR results for gr. 3-5 reading and math

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Zundy Leadership team will provide feedback on teacher lesson plans to make sure that all campus requirements are included.</p> <p>Strategy's Expected Result/Impact: Teachers must write good TEK driven lesson plans to make sure they are optimizing the academic learning of each child and targeting the correct standards.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Hire tutors early in the school year to assist with intervention in math, reading and writing and provide appropriate supplemental materials to meet the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Students will have bigger gaps early in the school year due to COVID 19 . The sooner we can address those gaps the better chance we have of increasing their achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches, principal</p> <p>Funding Sources: tutoring materials and supplies - Title 1 Part A - \$2,000, tutors hours - Title 1 Part A - \$25,000</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Improve low performing schools.

Performance Objective 2: Provide monthly opportunities for parents to attend school events planned both for learning opportunities or for family engagement with faculty throughout the 2022-23 school year. Door prizes may help increase attendance.





Evaluation Data Sources: Sign In Sheets, Agendas, Parent Evaluations.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: The SBDM will consult with parents to review, revise and implement an authentic parent involvement policy that will be published on the school website. Provide information on Background Check, volunteer opportunities, and family events.</p> <p>Strategy's Expected Result/Impact: Parent involvement enhances the learning environment of each student.</p> <p>Staff Responsible for Monitoring: At Risk Coordinator; Site Based Decision Making Team, Admin, Instructional Coaches, Counselor and Faculty.</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Educational Parent Involvement opportunities will be presented by faculty members to include reading, math and science activities in which families can participate together. The Music teacher will work with different grade levels and school groups to provide entertainment.</p> <p>Strategy's Expected Result/Impact: When parents are given strategies to use at home they become more comfortable with the educational process.</p> <p>Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor, Instructional Coaches, Teachers, SBDM</p> <p>Funding Sources: Food, materials/ supplies/ books - Title 1 Part A - \$4,464</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Improve low performing schools.

Performance Objective 3: Maintain student attendance at 96.3% for 2022-23 school year.





Evaluation Data Sources: Attendance reports

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: 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 and cardio health.</p> <p>Strategy's Expected Result/Impact: Healthy students will attend school regularly.</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Identify and Monitor students with chronic attendance issues.</p> <p>Create an incentive board by classroom for those that can arrive on time and have 100% attendance in their class.</p> <p>Reward individual perfect attendance with certificates at the end of the year and with an ATTENDance party every nine weeks.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate</p> <p>Staff Responsible for Monitoring: Counselor, Attendance Clerk, Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Improve services 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. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least one a month.</p> <p>Strategy's Expected Result/Impact: Improve daily attendance</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Improve low performing schools.

Performance Objective 4: Increase parent and family involvement engagement participation by 10% from 2021-2022 to 2022-23.





Evaluation Data Sources: Sign in Sheets, parent surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Increase the number of outlets for disseminating information to parents for parent communication in multiple platforms by teachers and administrators. Use Dojo, Facebook, Twitter, Newsletters, parent notes home, podcasts</p> <p>Strategy's Expected Result/Impact: The more we communicate to parents, the better the turn out will be at parent and family events. We want to use a variety of ways to send the communication.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teacher and Staff</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 5: Reduce the number of discipline referrals by 50% by the end of 2021-22 school year by implementing a schoolwide discipline plan that is consistent with rules and consequences.





Evaluation Data Sources: Discipline Reports, EOY Data Evaluation

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Students and staff will receive training on Bullying prevention, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and violence intervention and prevention, as applicable to grade level/student. Students who receive discipline referrals will complete a reflection sheet and discuss answers with an administrator as part of a restorative discipline conference initiative.</p> <p>Strategy's Expected Result/Impact: Students who can self regulate and use coping skills are much healthier socially and emotionally and are ready to learn.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</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 6: Provide at least 2 opportunities for grade level teachers to collaborate and meet vertically during 2022-23 school year.





Evaluation Data Sources: STAAR results, formative assessment, running records

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide substitutes to continue instruction while grade level teachers attend vertical /grade level PLCs at least twice a year in 2022-23.</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity to look at TEKS through content and grade level strands to make sure instruction is aligned.</p> <p>Staff Responsible for Monitoring: coaches, admin</p> <p>Funding Sources: substitute teachers - Title 1 Part A - \$15,000</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: Improve low performing schools.

Performance Objective 7: Students in the Hispanic, White, Economically Disadvantaged and EB/EL student groups did not meet Closing the Gaps targets in Reading in the 2018, 2019 and 2022 school years. The campus will implement an RTI designated time (EAGLE) to identify and fill individual learning gaps.

Evaluation Data Sources: MAP Data will be used to track student progress.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Intervention groups will be determined at PLC meetings after data is reviewed. Tier 2 and Tier 3 data will be presented at MTSS for further review.</p> <p>Strategy's Expected Result/Impact: Focused review of data will help determine if further services are needed for each child. It will also target the specific skills needed to help each student progress.</p> <p>Staff Responsible for Monitoring: MTSS chair and committee</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |





Performance Objective 7 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: We have inconsistent processes and programs in the classrooms. EAGLE time is too long. Need to maximize instructional time. Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.</p> |

Goal 4: Improve low performing schools.

Performance Objective 8: Students in the Hispanic, White, Economically Disadvantaged and EB/EL student groups did not meet Closing the Gaps targets in Math in the 2018, 2019 and 2022 school years. The campus will implement an RTI designated time (EAGLE) to identify and fill individual learning gaps.

Evaluation Data Sources: MAP Data will be used to track student progress.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Intervention groups will be determined at PLC meetings after data is reviewed. Tier 2 and Tier 3 data will be presented at MTSS for further review.</p> <p>Strategy's Expected Result/Impact: Focused review of data will help determine if further services are needed for each child. It will also target the specific skills needed to help each student progress.</p> <p>Staff Responsible for Monitoring: MTSS chair and committee</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 8 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: There is a large gap between high achievers and so many low achievers. Root Cause: The high achievers are still not getting the enrichment they need from instruction and activities. They are not growing as the students in the middle are.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: We have inconsistent processes and programs in the classrooms. EAGLE time is too long. Need to maximize instructional time. Root Cause: There is a need to adjust the master schedule and review the schoolwide intervention time.</p> |

State Compensatory

Budget for Zundy Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7.55

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Zundy Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------------|------------------------------|------------|
| Aguilar, Ana | Teacher | 0.5 |
| Angle, Molly | Interventionist | 0.25 |
| Avila, Adriana | Teacher | 0.5 |
| Burney, Tina | Aide | 0.9 |
| Cook, Cassandra | Instructional Coach: Reading | 0.6 |
| Eubanks, Madeline | At-Risk Coordinator | 0.1 |
| Hurd, Chanell | Aide | 0.9 |
| Martinez, Rafael | Teahcer | 0.5 |
| Pacheco, Maritza | Teacher | 0.5 |
| Partridge, Richard | Computer Reading Support | 0.5 |
| Ramirez, Patricia | Teacher | 0.5 |
| Rivers, Jessica | Teacher | 0.5 |
| Sanchez Gallegos, Susana | Aide | 0.1 |
| Smith, Lisa | Teacher | 0.5 |
| Tolier, Lydia | Aide | 0.1 |
| Trevino, Monica | Instructional Coach: Math | 0.6 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|------------------------------|----------------|------------|
| Angle, Molly | Interventionist | School Wide | .75 |
| Cook, Cassandra | Instructional Coach: Reading | School Wide | .40 |
| Partridge, Richard | Computer Reading Support | School Wide | .50 |
| Trevino, Monica | Instructional Coach: Math | School Wide | .40 |

Addendums

| Account Level | | 2021-22 | 2021-22 | November 2021-22 | 2021-22 | Encumbered | Unencumbered |
|-------------------------------|---------------------------|-----------------|----------------|------------------|---------------|------------|--------------|
| FND T FC OBJ SO ORG F PI | Description | Original Budget | Revised Budget | Monthly Activity | FYTD Activity | Amount | Balance |
| 199 | General Operating | | | | | | |
| E | Expense | | | | | | |
| 6100 | Payroll Costs | | | | | | |
| 199 E 11 6112 00 131 0 30 000 | Substitutes | 2,000.00 | 2,000.00 | 0.00 | 0.00 | 0.00 | 2,000.00 |
| 199 E 11 6117 00 131 0 30 000 | Stipends | 1,675.00 | 1,675.00 | 139.59 | 668.76 | 0.00 | 1,006.24 |
| 199 E 11 6117 00 131 0 30 390 | Stipends | 1,250.00 | 1,250.00 | 0.00 | 289.81 | 0.00 | 960.19 |
| 199 E 11 6119 00 131 0 30 000 | Sal/wages-teachers | 112,868.53 | 112,868.53 | 8,781.80 | 31,753.55 | 0.00 | 81,114.98 |
| 199 E 11 6119 00 131 0 30 390 | Sal/wages-teachers | 182,732.65 | 182,732.65 | 0.00 | 33,791.37 | 0.00 | 148,941.28 |
| 199 E 11 6119 00 131 0 30 469 | Sal/wages-teachers | 54,399.26 | 54,399.26 | 4,533.28 | 13,599.84 | 0.00 | 40,799.42 |
| 199 E 11 6129 00 131 0 30 000 | Sal/wages-support | 31,979.63 | 31,979.63 | 2,308.72 | 9,709.25 | 0.00 | 22,270.38 |
| 199 E 11 6129 03 131 0 30 000 | Sal/Wages Support Personl | 0.00 | 0.00 | 0.00 | 0.05 | 0.00 | -0.05 |
| 199 E -- 61-- -- -- -- -- | | 386,905.07 | 386,905.07 | 15,763.39 | 89,812.63 | 0.00 | 297,092.44 |
| 6200 | Contracted Svc | | | | | | |
| 199 E 11 6248 00 131 0 30 000 | Maint Cont-Online Svc | 3,000.00 | 3,000.00 | 0.00 | 0.00 | 0.00 | 3,000.00 |
| 199 E -- 62-- -- -- -- -- | | 3,000.00 | 3,000.00 | 0.00 | 0.00 | 0.00 | 3,000.00 |
| 6300 | Supplies | | | | | | |
| 199 E 11 6329 00 131 0 30 000 | Reading Materials | 1,000.00 | 1,000.00 | 0.00 | 509.93 | 0.00 | 490.07 |
| 199 E 11 6396 00 131 0 30 000 | Misc Equipment | 10,000.00 | 10,000.00 | 0.00 | 3,618.75 | 3,902.86 | 2,478.39 |
| 199 E 11 6397 00 131 0 30 000 | Software < \$5000 | 1,000.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 1,000.00 |
| 199 E 11 6399 00 131 0 30 000 | Supplies | 3,200.00 | 3,200.00 | 711.60 | 711.60 | 40.90 | 2,447.50 |
| 199 E -- 63-- -- -- -- -- | | 15,200.00 | 15,200.00 | 711.60 | 4,840.28 | 3,943.76 | 6,415.96 |
| 199 E -- -- -- -- -- | | 405,105.07 | 405,105.07 | 16,474.99 | 94,652.91 | 3,943.76 | 306,508.40 |
| 199 - -- -- -- -- | | -405,105.07 | -405,105.07 | -16,474.99 | -94,652.91 | -3,943.76 | -306,508.40 |
| Grand Expense Totals | | 405,105.07 | 405,105.07 | 16,474.99 | 94,652.91 | 3,943.76 | 306,508.40 |

Number of Accounts: 13

***** End of report *****

| | | Account Level | 2021-22 | 2021-22 | November 2021-22 | 2021-22 | Encumbered | Unencumbered |
|-------------------------------|--------------------------------|-----------------|----------------|------------------|------------------|-----------|-------------|--------------|
| FND T FC OBJ SO ORG F PI | Description | Original Budget | Revised Budget | Monthly Activity | FYTD Activity | Amount | Balance | |
| 211 | ESEA Title I Part A | | | | | | | |
| E | Expense | | | | | | | |
| 6100 | Payroll Costs | | | | | | | |
| 211 E 11 6117 00 131 2 30 000 | Stipends | 0.00 | 0.00 | 97.92 | 293.76 | 0.00 | -293.76 | |
| 211 E 11 6118 00 131 2 30 000 | Extra Duty Pay Profession | 2,500.00 | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | |
| 211 E 11 6118 67 131 2 30 000 | | 0.00 | 17,500.00 | 300.00 | 760.20 | 0.00 | 16,739.80 | |
| 211 E 11 6119 00 131 2 30 000 | | 138,976.00 | 138,976.00 | 9,466.82 | 28,400.46 | 0.00 | 110,575.54 | |
| 211 E -- 61-- -- -- -- -- | | 141,476.00 | 158,976.00 | 9,864.74 | 29,454.42 | 0.00 | 129,521.58 | |
| 6200 | Contracted Svc | | | | | | | |
| 211 E 11 6248 00 131 2 30 000 | | 500.00 | 500.00 | 500.00 | 500.00 | 0.00 | 0.00 | |
| 211 E 34 6294 00 131 2 30 000 | Misc Contract Svc | 2,500.00 | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | |
| 211 E 11 6299 00 131 2 30 000 | Other Contracted Services | 1,250.00 | 1,250.00 | 147.28 | 808.16 | 441.84 | 0.00 | |
| 211 E 13 6299 00 131 2 30 000 | Other Contracted Services/00/X | 5,500.00 | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | |
| 211 E -- 62-- -- -- -- -- | | 9,750.00 | 6,750.00 | 647.28 | 1,308.16 | 441.84 | 5,000.00 | |
| 6300 | Supplies | | | | | | | |
| 211 E 11 6339 00 131 2 30 000 | | 2,000.00 | 5,876.00 | 0.00 | 0.00 | 5,875.33 | 0.67 | |
| 211 E 11 6397 00 131 2 30 000 | Software < \$5000 | 5,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| 211 E 11 6399 00 131 2 30 000 | Supplies & Materials/00/X | 12,214.00 | 1,338.00 | 0.00 | 0.00 | 0.00 | 1,338.00 | |
| 211 E 61 6399 00 131 2 30 215 | Supplies & Materials | 1,756.00 | 1,756.00 | 0.00 | 13.48 | 61.10 | 1,681.42 | |
| 211 E -- 63-- -- -- -- -- | | 20,970.00 | 8,970.00 | 0.00 | 13.48 | 5,936.43 | 3,020.09 | |
| 6400 | Other Op Costs | | | | | | | |
| 211 E 11 6412 00 131 2 30 000 | Travel - Students | 5,000.00 | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | |
| 211 E 61 6499 00 131 2 30 215 | Other Misc Oper Expenses | 250.00 | 250.00 | 0.00 | 55.84 | 116.21 | 77.95 | |
| 211 E -- 64-- -- -- -- -- | | 5,250.00 | 2,750.00 | 0.00 | 55.84 | 116.21 | 2,577.95 | |
| 211 E -- -- -- -- -- | | 177,446.00 | 177,446.00 | 10,512.02 | 30,831.90 | 6,494.48 | 140,119.62 | |
| 211 - -- -- -- -- | | -177,446.00 | -177,446.00 | -10,512.02 | -30,831.90 | -6,494.48 | -140,119.62 | |
| Grand Expense Totals | | 177,446.00 | 177,446.00 | 10,512.02 | 30,831.90 | 6,494.48 | 140,119.62 | |

Number of Accounts: 14