

Wichita Falls Independent School District

Fain Elementary

2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fain Elementary is a Pre-Kindergarten through 5th grade school that currently serves about 500 students. Enrollment has increased by about 100 students this year due to the rezoning that has occurred within the district.

Student Data:

Enrollment by Grade

- Pre-Kindergarten-
- Kindergarten-
- 1st Grade-
- 2nd Grade-
- 3rd Grade-
- 4th Grade
- 5th Grade-

Demographics Summary

Female: 50%

Male 50%

Ethnicity

Hispanic-Latino: 37%

Race American Indian .22%

Asian: 1.08%

Black African American: 10.56%

White: 41.59%

Two-or-More: 9.48%

Student by Program/Group:

Free Lunch 54.31%

Reduced Lunch 3.88%

Participation Gifted and Talented: 21- 4.53%

Special Education (SPED): 84 -18.10%

Economically Disadvantaged: 273 -58.84%

Limited English Proficient (LEP): 15 -3.23%

Staff Data:

General Education Teachers- 31

Special Education Teachers- 2

Professional Support- 2

Educational Aides- 8

Librarian- 1

Counselor- 1

Campus Administration- 2

Demographics Strengths

Fain Elementary has a large number of "neighborhood" students that return from year to year. Fain is a school-wide Title 1 school that allows for additional funds for staff and for tutorials for struggling students. Fain is a project based learning campus with a STEM emphasis. Fain has a very active PTO that assists the campus and the campus staff with a multitude of opportunities throughout the year. New and returning administration will be helpful in refreshing current programs and implementing new programs to support our dynamic student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a campus we have experienced an upward trend of students that qualify as economically disadvantaged and have gaps in their learning across multiple content areas due to a highly transient education history. **Root Cause:** The recent rezoning has increased Fain's population of students qualifying for free and reduced lunch.

Student Learning

Student Learning Summary

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

TXKEA Kinder

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

Vocabulary: 70%

Letter Names: 79%

Spelling: 66%

Letter Sounds: 66%

Blending: 61%

Decoding: 51%

Comprehension: 76%

We were below the district in the following areas:

Vocabulary- -2%

Decoding- -4%

STAAR Scores 2022

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

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

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

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

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

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

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

MAP GROWTH data

Percent met projection for EOY

Goal >= 50

Kinder Math: 61%

1st Reading: 75% Math: 75%

2nd Reading: 47% Math: 48%

3rd Reading: 59% Math: 42%

4th Reading: 54% Math: 51%

5th Reading 52% Math: 50%

(Use Projected Proficiency Summary in NWEA)

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

Grade	MAP BOY Math	MAP BOY Reading	MAP MOY Math	MAP MOY Reading	MAP EOY Math	MAP EOY Reading
5	App: 26.3%	App: 24.6%	App: 33.3%	App: 21%	App: 33.9%	App: 19.7%
	Meets: 33.3%	Meets: 19.3%	Meets: 22.2%	Meets: 21%	Meets: 24.2%	Meets: 19.7%
	Masters: 10.5%	Masters: 28.1%	Masters: 12.7%	Masters: 27.4%	Masters: 14.5%	Masters: 34.4%

Student Learning Strengths

Overall high number of students at Approaches.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all staff have an understanding of: Seidlitz, HRS/NASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLC, MTSS, PBL, EDP, and Phonics. **Root Cause:** The programs have been introduced but that not been followed with consistency and fidelity.

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Fain Elementary has staff on a wide continuum of ability in regards to its programs and their implementation. **Root Cause:** Fain has a variety of years of experience within the staff and many staff members new to Fain due to the rezoning.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stake holders are not unified toward a common goal **Root Cause:** Rezoning of attendance lines has increased our population and communication needs to be opened to our new families and stake holders.

Priority Problem Statements

Problem Statement 1: As a campus we have experienced an upward trend of students that qualify as economically disadvantaged and have gaps in their learning across multiple content areas due to a highly transient education history.

Root Cause 1: The recent rezoning has increased Fain's population of students qualifying for free and reduced lunch.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not all staff have an understanding of: Seidlitz, HRS/NASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLC, MTSS, PBL, EDP, and Phonics.

Root Cause 2: The programs have been introduced but that not been followed with consistency and fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Stake holders are not unified toward a common goal

Root Cause 3: Rezoning of attendance lines has increased our population and communication needs to be opened to our new families and stake holders.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data











- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Retain new teachers to the campus by 85% retention rate. Will be determined at staffing.

Evaluation Data Sources: HR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will receive PD for best instructional strategies and engagement strategies as needed. Staff will also train in PBL and STEM Engineer design process to lead Ss with hands-on, research embedded strategies.</p> <p>Strategy's Expected Result/Impact: Routine collaboration on best practices, district and campus initiatives. Opportunities for training</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional coach - Title 1 Part A - 21111611900109030000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each new teacher will be assigned a mentor in the same or a similar content area to provide on going support throughout the year. They will also attend monthly New Teacher Academy meetings at the campus with the Assistant Principal and the Instructional Coach at Fain.</p> <p>Strategy's Expected Result/Impact: The mentor will provide ongoing support and planning assistance New Teacher Academy will forecast upcoming challenges to allow for planning</p> <p>Staff Responsible for Monitoring: Campus Administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Not all staff have an understanding of: Seidlitz, HRS/NASOT, CKH, Balanced Literacy, Guided Math, STEAM, SPED Supports, PLC, MTSS, PBL, EDP, and Phonics. **Root Cause:** The programs have been introduced but that not been followed with consistency and fidelity.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Reading/Literacy







Circle: PreK will have at least 85% of students on grade level for Rapid Letter Naming by EOY

TXKEA: Kindergarten will have at least 85% of students score on grade level for Total Literacy by EOY

MAP: 1st-5th grade students will have at least 80% of students meet their growth projections for Reading by EOY

Evaluation Data Sources: MAP

- Circle
- TXKEA
- 9 Weeks Assessments
- Data Folders
- Running Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide targeted interventions to meet the needs of students at every grade level by consistently and routinely implementing online and paper based programs to meet students academic needs on their level.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach</p> <p>Strategy's Expected Result/Impact: Provide assistance to teachers in the area of literacy.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: salaries for coach - Not Funded - 21111611900109030000</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue








Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Math/Science

Circle: PreK will have at least 85% of students on grade level for Math by EOY

TXKEA: Kindergarten will have at least 85% of students score on grade level by EOY

MAP: 80% of 1st - 5th grade students will meet their growth projections for the MAP Math Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement research-based best practice math instructional strategies using HRS/NASOT, Guided Math, and District Curriculum Guides.</p> <p>Strategy's Expected Result/Impact: Math scores will improve on assessments</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness, by 50%, of post-secondary opportunities by providing at least 2 college and career awareness activities through PBL's/STEM completed at each grade level in the fall and spring semester.

Evaluation Data Sources: PBL/STEM lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for students to work with community on projects. Strategy's Expected Result/Impact: Awareness of career opportunities in the community. Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with MSU to allow students to participate in the Eureka Showcase as well as field trips for students to see the various colleges contained within MSU. Strategy's Expected Result/Impact: Students will see that education can go past high school Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will host a Success Day in the spring to invite various professionals to attend. We will also reach out to local trade schools and various trade workers to attend as well to cater to the various options students will have available to them after high school. Strategy's Expected Result/Impact: Students will see post-secondary opportunities Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: As a campus we have experienced an upward trend of students that qualify as economically disadvantaged and have gaps in their learning across multiple content areas due to a highly transient education history. **Root Cause:** The recent rezoning has increased Fain's population of students qualifying for free and reduced lunch.

Perceptions





Problem Statement 1: Stake holders are not unified toward a common goal **Root Cause:** Rezoning of attendance lines has increased our population and communication needs to be opened to our new families and stake holders.

Goal 4: Improve low performing schools

Performance Objective 1: Increase school provided family engagement through PBL presentations and expos. There will also be various opportunities through choir, music, and Fain Family Fun Night to engage parents in the school activities. Fain will also provide parent involvement activities in the area of reading and on Camp Grady Spruce for 5th graders.

Evaluation Data Sources: Parent sign in sheets and agendas

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





Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will conduct a parent engagement event involving literacy. Strategy's Expected Result/Impact: Improve literacy Staff Responsible for Monitoring: Counselor	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 2: Increase the overall attendance rate to 96% by the end of the 2023-2024 school year.

Evaluation Data Sources: Skyward data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will monitor monthly attendance of students and will contact parents when students are absent and set up meetings as necessary.</p> <p>*Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Strategy's Expected Result/Impact: SART meetings parent contact</p> <p>Staff Responsible for Monitoring: Attendance clerk</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *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>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *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>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *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>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</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: Provide school-wide RTI time to provide tiered intervention in reading and math for students based on progress monitoring from teachers, MAPS Reports, and District benchmarks, Running Records, Unit Assessments, and Interim STAAR results. Progress will be monitored weekly and end of year assessments will measure progress in May of 2024.

Evaluation Data Sources: Weekly progress monitoring

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

State Compensatory

Budget for Fain Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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Personnel for Fain Elementary

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

Title I Personnel

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

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coach	21111611900109030000	\$0.00
4	1	2	Parent Involvement	21161639900109030215	\$986.00
4	1	2	Food for Parent Involvement	21161649900109030215	\$150.00
Sub-Total					\$1,136.00
Budgeted Fund Source Amount					\$82,800.00
+/- Difference					\$81,664.00
Grand Total Budgeted					\$82,800.00
Grand Total Spent					\$1,136.00
+/- Difference					\$81,664.00

Addendums

2022-23 Title I Campus Budget

Fain Elementary B. Danielle McSweeney

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

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

Total **\$82,800**

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

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

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: *B. Danielle McSweeney*

Date: 08/17/2022

