

**Gregory-Portland Independent School District**

**Austin Elementary**

**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

## Vision



## Core Beliefs

In G-PISD, we believe our...

**STUDENTS** are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

**PARENTS/FAMILIES** are true partners, have a voice, and have high expectations.

**FACULTY AND STAFF** build inclusive relationships and maximize student success with integrity, compassion, and talent.

**PRINCIPALS AND CAMPUS LEADERSHIP** are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

**SUPERINTENDENT AND CENTRAL OFFICE** advance our vision with intention, collaboration, and purpose-driven leadership.

**BOARD OF TRUSTEES** are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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# Comprehensive Needs Assessment

Revised/Approved: September 29, 2022

## Demographics

### Demographics Summary

Students, Staff, School, District, Parents, and Community. Who are we? Whom are we engaged with ?

Stephen F. Austin (aka SFA) Elementary School is located in Gregory, Texas, in the southeastern portion of San Patricio County, 12 miles north of Corpus Christi on Highway 181. In 2007-2008, Gregory-Portland ISD established Stephen F. Austin Elementary, as a Title I School, is an EE-5th grade campus that serves students from the communities of Gregory and Portland. S.F. Austin also has special education/services (PPCD for 3, 4, and 5-year-old students/Kindergarten; and Adaptive Education/AE for 1st -5th grades).

The communities of Gregory and Portland are also located in the Southeastern portion of San Patricio County, which is eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 18,300. The school district covers a 101 square mile area and maintains an enrollment in excess of 4,000 students. Gregory-Portland ISD has six campuses: one high school, one middle school, and four elementary campuses.

- Stephen F. Austin enrollment continues to stay at approximately 500 students. With the projected growth in industry and availability of housing in the next year, we can expect to see an increase in enrollment.
- The campus percentage of economically disadvantaged students has increased from 57.4% in 2020, and 65% in 2021 school year. Stephen F. Austin is categorized as a Title I school, based on an economically disadvantaged population of 65%. Data retrieved from various state reports have shown some fluctuation of the economically disadvantaged population on our campus: 57.4% in 2020, and 65% in 2021, and 62% in 2022.
- Stephen F. Austin special education has increased from 14% in (2019), to 17.2% in (2020), and to 19% in (2021) 22% in (2022).
- Stephen F. Austin Hispanic population continues to stay the same from 73% in (2019), to 71% in (2020), to 71% in (2021), 70% in (2022)

### Demographics Strengths

In the current year 2022-2023 the enrollment is 531, the enrollment has increased from 479 in (2020-2021) from 488 in (2019-2020).

- The campus (through the district) is providing free breakfast and lunch daily to all students in the campus, throughout the 2022-23 school year.
- SFA has highly qualified staff (Most teachers have ESL and/or GT certifications) to meet diverse students' needs.
- Student attendance rates: Our attendance rate dropped in 2021-2022 school year to 92.9% (End of year 2021 was 94.3%), 93% in 2022-2023
- Demographic Hispanic 70%, Non-Hispanic 30%, Economically Disadvantaged 62%, and Special Education 22% demographics remain within the same % ranges (slight increase or decrease in %) year after year.

· Student-Teacher ratios across grade levels are (less than/are 22:1 ratio)

# Student Learning

## Student Learning Summary

Due to COVID, STAAR data did not count for accountability and we now have a new baseline for the following school year. Since Texas declared "State of Disaster" for the 2019-2020. S.F Austin achieved Meet Standard for 2018-2019 school year. S.F Austin STAAR 3-5 results showed progress on four out of eight assessments that were given in the spring 2019. S.F Austin had academic growth of 13 points or more in 4th grade reading, math and writing in Economically Disadvantaged. In 4th grade writing, the sub-population, Hispanic, show great growth. S.F. Austin dropped 5th grade in all subjects. S.F. Austin will focus on academic growth with an emphasis on Hispanic and Economically Disadvantage sub-populations.

\*Our overall reading passing rate is 74% and math is 67%. As a campus, we need to improve math instruction for 2022-2023 school year. We will implement Euerka math across all grade levels.

\*JumpStart will be offered as a way to provide accerated learning through HB4545 for all students that failed STAAR on July 11, 2022-July 22, 2022 from 8:30-11:30.

\*Distinction earned in math 2018-2019

Below is 2020-2021 STAAR data compared to MAP projections

STAAR rating "C" for 2021-2022 school year; There was no rating for 2020-2021, due to Covid and due to the state being "A Declared State of Disaster." For the 2019-2020 school year, data from the 2018-2019 school year will be used. S.F Austin achieved Met Standard for 2018-2019 school year. S.F Austin STAAR 3-5 results showed progress on four out of eight assessments that were given in the spring 2019. S.F Austin had academic growth of 13 points for reading, and 11 points for math in 2020-2021.

\*Distinction earned in math 2018-2019

Below is 2021-2022 STAAR data compared to MAP projections

MAP EOY data to BOY shows a regression in student learning over the summer. In 2022-2023 school year we are going to create summer learning backpacks, to decrease summer learning loss.

## STAAR/MAP Comparison Data

### STAAR DATA

Grade	Approaches	Meets	Masters	Hispanic	White	Grade	Hispanic	White
3rd-Reading	91 students tested 79%	45%	25%	62 students A-31% M-21%	23 students A-35% M-22%	3rd-Reading	62 students A-36% M-19%	23 students A-26% M-26%

### MAP DATA

				MA-21%	MA-39%	MA-15%	MA-8%	MA-35%
3rd-Math	91 students tested 73%	33%	11%	62 students A-42% M-16% MA-10%	23 students A-35% M-35% MA-17%	3rd-Math A-70% M-34% MA-9%	62 students A-37% M-21% MA-7%	23 students A-30% M-35% MA-17%
4th-Reading	77 students tested 75%	49%	23%	56 students A-29% M-30% MA-16%	15 students A-6% M-20% MA-60%	4th-Reading A-64% M-26% MA-17%	59 students A-42% M-3% MA-17%	15 students A-27% M-33% MA-20%
4th- Math	77 students Tested 64%	35%	13%	56 students A-32% M-21% MA-11%	15 students A-20% M-33% MA-27%	4th- Math A-61% M-29% MA-7%	58 students A-31% M-17% MA-7%	15 students A-40% M-47% MA-7%
5th-Reading	66 students Tested 65%	44%	24%	43 students A-19% M-16% MA-21%	19 students A-26% M-26% MA-26%	5th-Reading A-61% M-29% MA-13%	42 students A-26% M-12% MA-14%	18 students A-41% M-18% MA-12%
5th-Math	66 students Tested 68%	38%	15%	43 students A-26% M-23% MA-9%	19 students A-42% M-16% MA-26%	5th-Math A-64% M-28% MA-5%	42 students A-33% M-21% MA-0%	18 students A-39% M-33% MA-11%

### Student Learning Strengths

Goal 1: Student Growth, Closing the Gap

- STAAR workbooks, literacy station items, math manipulatives were purchased
- Jump Start will provided 30 additional hours of small group instruction for HB4545 targeted students (July 11, 2022-July 22, 2022)
- PreK-5th grade teachers were all trained in the Daily 5
- WIN (What I Need) was incorporated into the Master Schedule
- Teachers were trained on how to disaggregate data based on Student Performance, Sub-groups, and student growth

- Map Quadrant Report used last 2 whole child progress monitoring meetings
- Whole Child Progress Monitoring with all Teachers Prek-5th
- STEAM lab was included in Specials Rotation
- All campus staff used TRS as their core curriculum
- Turned book storage room into a Literacy Lab
- Teachers received whole group reading training
- GT students self-selected projects based on interest
- School Events enhanced student learning: Science Fair, Spelling Bee, (due to COVID clubs and field trips were restricted) Field Day, Outdoor Reading night, Outdoor Math/Science Night, Drive thru Bookapalooza

#### Goal 2: Added Additional Technology

- 1:1 Chrome books for grades PreK-5th
- K-5th received new technology software (Flocabulary, EdGalaxy, EdPuzzle, Book Taco, SORA, Epic, TEAMS, Loom)

#### Goal 3: Parent and Community Involvement:

- Parent survey conducted once
- Remind and Skyward were used for parent communication
- School Messenger used to send monthly student calendars, Home and School Connection Newsletters and important notes
- Zachary Industries, Exxon, and Kiewit donated school supplies and incentives for students.
  - Dream Team meeting for prek-5th grade
- Due to COVID community and school events were limited to outdoor functions. Parent engagement conference, Virtual Meet the Teacher, Virtual Fall Open House, Outdoor Reading Night, Outdoor Math and Science Night, Drive thru Bookapalooza, Veterans Day, and End of the year Awards Parade.



# School Processes & Programs

## School Processes & Programs Summary

Instructional, Curricular, Personnel (recruit/support/retain), Organizational, and Administrative What are our programs and processes?

SFA teachers will have weekly PLC meetings with a focus on Tier I instruction starting with the curriculum. SFA will provide teachers with an aligned curriculum to ensure that educators across the campus have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

The school is committed to a fully-staffed curriculum and instruction team, which provides for an appropriate level of campus support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance. We will monitor the whole child, starting with social-emotional needs, and then focusing on academics.

SFA Elementary follows the Gregory-Portland ISD prepared Technology Plan to articulate a common vision for technology in the district and to identify the strategies that ensure the use of technology to improve the academic achievement of all students, provide alternative instructional strategies for engaging all types of learners, provide enhanced resources, and assist students in the development of higher-level skills in technology, research, critical thinking, and communication. S. F. Austin strives to provide the rigorous curriculum standards essential for academic and workplace success and to build the capacity of all teachers to integrate technology effectively into teaching and learning. We are working on building teacher capacity in order to have additional leaders to help grow staff.

SFA (with G-PISD), is focusing on the mental health aspect of school safety. Our school counselor's duties have been restructured to allow for more individualized student attention. The district has created a "District Threat Assessment Team" and the training is through the Texas State Safety Center with regards to intervening and helping individuals who may be presenting themselves as a threat or planning an act of violence. Furthermore, the campus (with GPISD) is approaching safety from a variety of directions. We have an updated Emergency Operations Plan for the 2022-2023 school year. This plan includes the additions of functional and hazard annexes that address emergency protocols. All previous annexes have been reviewed and updated with current best practices. S.F. Austin follows a drill schedule that meets or exceeds state recommendations. A system is in place that allows for drill feedback from both staff and students. A behavior specialist has been hired to work with teachers and students to help with behavior concerns and campus Positive Behavior Intervention Supports (PBIS).

## School Processes & Programs Strengths

1. SFA provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. SFA Elementary teachers are allowed common planning times throughout the year.
2. S. F. Austin Elementary incorporates assessment data (MAP, Running Records, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at the campus level. Progress monitoring will happen every 6 weeks with a focus on the whole child.
3. All students received 1:1 technology due to district provided Chrome books.
4. Eureka math will be implemented campus wide.
5. New safety procedures were implemented due to COVID, set by the district. The district and S. F. Austin adjusted safety protocols as the CDC requirements were updated

# Perceptions

## Perceptions Summary

Results from S. F. Austin's most recent parent and student engagement surveys, conducted in May 2022, reveal average to above-average satisfaction with the school. Campus Site-Based Decision Making (SBDM) Committee provided insight and support. There are significant needs to be addressed within the next 1-3 years, including but not limited to:

- Increase Parent Response by providing video via Remind -69 out of 502 parents replied to survey
- Skyward Family-Parent Support (1 pager in how to check grades)
- Improve Teacher Communication
- Information Received for child's Academic progress

## Perceptions Strengths

Among the advancements identified by internal and external stakeholders related to district culture and climate, the following were considered strengths.

- Informed in a timely manner of activities and events at SFA.
- Office staff is professional, friendly, and helpful.
- The Principal and Assistant Principal are supportive in my child's education.
- Received communication from SFA by phone
- Academic standards at SFA are appropriate for their child.
- Behavior expectations for students are clear at SFA.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS 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
- Communications data
- Budgets/entitlements and expenditures data










# Goals













## Goal 1: Exceptional Student Performance








**Performance Objective 1:** 1.1 Annually increase performance in reading for all students and all student groups.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Daily 5 literacy framework was implemented across all grade levels. The Daily 5 includes read to self, read to someone, listen to reading, word work, work on writing. <b>Strategy's Expected Result/Impact:</b> Increase in reading levels and student engagement because of choice. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional GIS, Reading GIS's  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CAFE book study will start in January with staff to take the Daily 5 Frame Work to the next level. <b>Strategy's Expected Result/Impact:</b> Increase student reading levels and engagement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Reading GIS's  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
		N/A	

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Audio books will be purchased to help students hear fluent readers and to become fluent . <b>Strategy's Expected Result/Impact:</b> Increase student fluency and reading level. <b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal GIS Instructional Coach  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Purchase instructional resources, such as, but not limited to : Ford- Ferrier intervention workbooks, and Fountas and Pinnell Benchmark kits, vocabulary building and word games. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize instructional resources to increase rigor in instruction and differentiate instruction and diverse learners. <b>Staff Responsible for Monitoring:</b> Principals, Classroom Teachers, GIS  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Instructional Resources - Grant: Fund 211 Title I, Part A - \$125.34, Instructional Resources - Grant: Fund 211 Title I, Part A - \$32.64, Reading mini lessons - Grant: Fund 211 Title I, Part A - \$2,425.50, Special Ed Student Resources - Allotment: Fund 199 Special Education (PIC 23) - \$750.94	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title 1 Instructional Coach will provide instructional strategies and coaching to classroom teachers. <b>Strategy's Expected Result/Impact:</b> Teachers will have an increased opportunity to collaborate and discuss highly effective instructional strategies to increase student engagement and academic performance. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Afterschool tutoring on Tuesday's for students that are failing reading. <b>Strategy's Expected Result/Impact:</b> 1st-5th grade teachers will offer tutoring all students that are failing. <b>Staff Responsible for Monitoring:</b> Principals, Lead teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Tutoring - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$7,327.50	Formative		
	Jan	Mar	June
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Gap Intervention Specialist will work with Tier 3 and HB4545 students to bridge learning gaps in reading. <b>Strategy's Expected Result/Impact:</b> Students will make growth in reading. <b>Staff Responsible for Monitoring:</b> Campus Administrators , RTI team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	June
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Jumpstart will be a 2 week period of time where HB4545 students can receive up to 30 hours in accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Students will be better prepared to start the school year in August. <b>Staff Responsible for Monitoring:</b> School Administration, teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	June
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Title 1 specialist and instructional paraprofessional are funded to support both students and teachers. <b>Strategy's Expected Result/Impact:</b> To help ensure that all students meet state, academic standards. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> FTE - Grant: Fund 211 Title I, Part A - \$157,670.49	Formative		
	Jan	Mar	June
			







Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Technology will be purchase for our ELL students to accelerate learning and gains in the English language. <b>Strategy's Expected Result/Impact:</b> Students will learn English at a faster rate. <b>Staff Responsible for Monitoring:</b> Campus Administration and teachers  <b>Funding Sources:</b> Technology resources - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$682.50	Formative		
	Jan	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			






















## Goal 1: Exceptional Student Performance

**Performance Objective 2:** 1.2 Annually increase performance in math for all students and all student groups.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Number Talks has been implemented across all grade levels. <b>Strategy's Expected Result/Impact:</b> Number Talks routine will increase students ability to perform mental math.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Math tools will give students the hands-on- experience that is needed to recover learning loss. <b>Strategy's Expected Result/Impact:</b> Students will use math tools to learn concepts at a concrete level to improve their learning. <b>Staff Responsible for Monitoring:</b> Prinicipal, Assistant Principal, Instuctional Specialist, and math GIS  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Rekenrek - Grant: Fund 211 Title I, Part A - \$375.92	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Purchase instructional resources, such as but not limited to : Ford- Ferrier intervention workbooks, Mentoring Minds, math manipulatives, math running records computer program Zearn <b>Strategy's Expected Result/Impact:</b> Teachers will utilize instructional resources to increase rigor in instruction and differentiate instruction with diverse learners. <b>Staff Responsible for Monitoring:</b> Administrators, Classroom teachers, GIS  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Math Manipulatives - Allotment: Fund 199 Special Education (PIC 23) - \$203.81	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide teachers with support and training by offering opportunities to team up with other teachers within the campus, observe other teachers, and plan with district teachers. <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness, Teacher Teaching Teacher feedback, increased teacher collaboration resulting in increased student learning and progress. <b>Staff Responsible for Monitoring:</b> Administrators, Teacher  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Afterschool tutoring on Monday's for students that are failing math. <b>Strategy's Expected Result/Impact:</b> 1st-5th teachers will provide afterschool tutoring to students that are failing math on Mondays.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Afterschool tutoring - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$7,327.50	Formative		
	Jan	Mar	June
			







Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Gap Intervention Specialist will work with Tier 3 and HB4545 students to bridge learning gaps in math. <b>Strategy's Expected Result/Impact:</b> Students will make growth in math.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - Allotment: Fund 199 State SCE (PIC 24,26,28,30) - \$230,065	Formative		
	Jan	Mar	June
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Jumpstart will be a 2 week period of time where HB4545 students can receive 30 hours in accelerated instruction <b>Strategy's Expected Result/Impact:</b> Students will receive instruction to target learning gaps. <b>Staff Responsible for Monitoring:</b> School Administrators, teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Technology will be purchase for our ELL students to accelerate learning and gains in the English language. <b>Strategy's Expected Result/Impact:</b> ELL students will learn English at a faster rate. <b>Staff Responsible for Monitoring:</b> Campus Administration, and teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Technology resources - Allotment: Fund 199 State Bilingual/ESL (PIC 25) - \$682.50	Formative		
	Jan	Mar	June
	N/A	N/A	N/A
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			













## Goal 1: Exceptional Student Performance

**Performance Objective 3:** 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups.

### HB3 Goal

**Summative Evaluation:** Met Objective







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Focus on college readiness through increased G.T student projects. W.I.N time added to master schedule to give G.T students 55 minutes daily to focus on needs. <b>Strategy's Expected Result/Impact:</b> G.T students will perform at the meets and master level on STAAR. They will all show growth on MAP and STAAR data. <b>Staff Responsible for Monitoring:</b> G.T teacher, Classroom teachers, Admininstrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote College and Career Awareness holding: -Career Day in March, different college featured every month, Veteran's day community event. <b>Strategy's Expected Result/Impact:</b> The utilization of guest speakers to educate students on career opportunities will support students interest in possible career paths. <b>Staff Responsible for Monitoring:</b> Administrators, teachers	Formative		
	Jan	Mar	June
			











Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> As clubs are provided during the school day, all students participate in a club every other Friday. Students get to explore interest, have new social opportunities, build higher self-esteem, find new interests, receive productive breaks and improve attendance.</p> <p>Some of the Clubs that we have started are Lego Robotics', Cooking, Yoga, Science, Dance, Origami, Gardening, Board Games, Drum Circle, Reading, Drama, Puzzles, Soccer, Karaoke, Drawing, Arts and Crafts, Story Acting, Kindness Club, STEM/ Building Club and Nutrition Club. We are providing lots of different opportunities to our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Not only will their grades improve, but researchers have noticed better attendance, as well as higher grade point averages in some cases.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Gifted and Talented students will go on a field trip where they will receive experiential learning</p> <p><b>Strategy's Expected Result/Impact:</b> New experiences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, GT Coordinator</p> <p><b>Funding Sources:</b> Experiential Learning - Allotment: Fund 199 State GT (PIC 21) - \$700</p>	Formative		
	Jan	Mar	June
	N/A		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Gifted and Talented testing materials and general supplies for the activities.</p> <p><b>Strategy's Expected Result/Impact:</b> We will have an increase in students being identified to the GT program.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor and GT coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> GT testing materials and supplies - Allotment: Fund 199 State GT (PIC 21) - \$1,000</p>	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

## Goal 1: Exceptional Student Performance

### Performance Objective 4: 1.4 Annually increase student engagement for all students and all student groups.

**Summative Evaluation:** Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Every student is part of Club Friday, which is during the school day. Students get to explore interest, have new social opportunities, build higher self-esteem, find new interests, receive productive breaks, and improve attendance. All 488 students attend a Club every other Friday.</p> <p>Some of the Clubs that we have started are Lego Robotics, Cooking, Yoga, Science, Dance, Origami, Gardening, Board Games, Drum Circle, Reading, Drama, Puzzles, Soccer, Karaoke, Drawing, Arts and Crafts, Story Acting, Kindness Club, STEM/ Building Club and Nutrition Club. We are providing a lot of different opportunities to our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Not only will students' grades improve, but researchers have noticed better attendance, as well as higher grade point averages.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Participate in academic competitions including: -UIL, Science Fair, Spelling Bee</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic opportunities for students to participate in extra-curricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> UIL coaches, Spelling Bee and Science Fair coordinators, teacher sponsors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Flexible seating will provide students the support of full range of teaching and learning styles and encourages collaboration. <b>Strategy's Expected Result/Impact:</b> Students will be able to focus on learning and teachers on teaching. <b>Staff Responsible for Monitoring:</b> Campus Administration and teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Flexible seating - Grant: Fund 211 Title I, Part A - \$1,000	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Interactive materials will engage learners in hands-on meaningful learning. <b>Strategy's Expected Result/Impact:</b> Students will be engaged in learning <b>Staff Responsible for Monitoring:</b> Campus Administrators, teachers  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Hands on equipment - Allotment: Fund 199 Special Education (PIC 23) - \$685.25	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Goal 1: Exceptional Student Performance

### Performance Objective 5: 1.5 Annually increase the percentage of students who feel safe at school.

**Summative Evaluation:** Exceeded Objective







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students participate in fire drills, lockdown drills, hold, secure, evacuate, and shelter in place drills to ensure confidence and understanding in case of an emergency. <b>Strategy's Expected Result/Impact:</b> Students will have quick reaction time and know how to stay safe. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students receive Social Emotional Learning support through district wide way through District wide practices, tools and resources. <b>Strategy's Expected Result/Impact:</b> Students will feel safe and supported at school. <b>Staff Responsible for Monitoring:</b> Campus Counselor, teachers  <b>Funding Sources:</b> SEL program - Grant: Fund 289 Title IV, Part A - \$500	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			










## Goal 2: High Performing and Engaged Workforce

### Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction.

**Summative Evaluation:** Met Objective







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Providing teachers time (1/2 day) so they can dig deeply into MAP and MOCK data. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to make data driven decisions that will impact learning because they were given time to truly dig into the data and place students into WIN time groups. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, GIS's, Instruction coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send out campus surveys asking how we can better support staff. Use data to provide supports to help teachers become more successful. <b>Strategy's Expected Result/Impact:</b> Teachers will feel listened to and supported. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			








Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> General Supplies will be purchased to ensure that teachers have needed supplies so students can learn. <b>Strategy's Expected Result/Impact:</b> Students and teachers will have needed supplies to teach and learn. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> General Supplies - Grant: Fund 211 Title I, Part A - \$10,000	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

## Goal 2: High Performing and Engaged Workforce

### Performance Objective 2: 2.2 Annually increase the retention rate of highly effective faculty and staff.

**Summative Evaluation:** Exceeded Objective





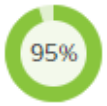

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff are involved in the change process and change is presented in smaller actions that build on one success after another. Successes are shared with all staff to help use the momentum to lead to larger change initiatives. <b>Strategy's Expected Result/Impact:</b> Staff will be successful and continue to make changes to experience greater success. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Targeted professional development and on-going analysis based off of staff needs that will positively impact students. <b>Strategy's Expected Result/Impact:</b> Teacher will receive training in the areas that are needed to help them provide support to students. <b>Staff Responsible for Monitoring:</b> administrators, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Travel for Professional Development - Grant: Fund 211 Title I, Part A - \$4,000	Formative		
	Jan	Mar	June
			








Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Empower staff to become leaders within the campus by sending staff to trainings, having them become the expert in that area, and train other staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will share newly learned knowledge with teams and staff. This helps empower staff as experts on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, and teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Workshop Registration - Grant: Fund 211 Title I, Part A, Workshop Registration - Grant: Fund 211 Title I, Part A</p>	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Goal 3: Quality Service and Impactful Community Engagement

#### Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.

**Summative Evaluation:** Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We have increased student choice by providing flexible seating where students have a choice of where they sit and on what type of seating they sit on. Flexible seating, also called non-traditional or alternative seating, is basically any furniture that does not involve the traditional desk and chair aspect of classrooms. It can include bean bags, yoga balls, bungee chairs, standing desks, pillows, couches, or just sitting on rugs on the floor. The idea of flexible seating is a fairly new movement, but many educators are hopping on board with it because they have seen great results from their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Flexible seating allows them to wobble, rock, bounce, lean or stand, which increases oxygen flow to the brain, blood flow and core strength. In turn, this burns more calories and increases metabolism. It also helps keep young minds more alert and focused.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will participate in Club Fridays because it's during the school day. Students get to explore interest, have new social opportunities, build higher self-esteem, find new interests, receive productive breaks and improve attendance. All 531 students attend a club every other Friday.</p> <p>Some of the clubs that we have started are Lego Robotics', Cooking, Yoga, Science, Dance, Origami, Gardening, Board Games, Drum Circle, Reading, Drama, Puzzles, Soccer, Karaoke, Drawing, Arts and Crafts, Story Acting, Kindness Club, STEM/ Building Club and Nutrition Club. We are providing many different opportunities to our students and they are loving it.</p> <p><b>Strategy's Expected Result/Impact:</b> Not only will students' grades improve, but the researchers noticed better attendance, as well as higher grade point averages in some cases.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will get recognized monthly for Student of the Month and they will receive a yard sign to place in their front yard. <b>Strategy's Expected Result/Impact:</b> Students self-confidence will increase as they feel pride from being selected by their teacher. <b>Staff Responsible for Monitoring:</b> teachers	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

### Goal 3: Quality Service and Impactful Community Engagement

#### Performance Objective 2: 3.2 Annually increase the percentage of parent/family satisfaction and engagement.








**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents have been included in Veteran's Day Parade, reading night, math night, Christmas Parade, meet the teacher, open house and a Cinco de Mayo celebration. <b>Strategy's Expected Result/Impact:</b> Parents will feel included even when they aren't allowed in the building. <b>Staff Responsible for Monitoring:</b> teachers, leadership team, administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parent Involvement training <b>Strategy's Expected Result/Impact:</b> Parents will learn how to be partners with the campus <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Parent Involvement training - Grant: Fund 211 Title I, Part A - \$500	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 3: 3.3 Annually increase the percentage of community satisfaction and engagement.

Summative Evaluation: Exceeded Objective











Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The community will be invited to participate in outdoor activities at SFA such as Reading & Math and Science Night. <b>Strategy's Expected Result/Impact:</b> The community will be included in our afterschool events. <b>Staff Responsible for Monitoring:</b> teachers, administrators  <b>Funding Sources:</b> Math & Science Night Supplies - Grant: Fund 211 Title I, Part A, Math & Science Night Materials - Grant: Fund 211 Title I, Part A	Formative		
	Jan	Mar	June
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



**Goal 4:** Efficient and Effective District and Campus Operations

**Performance Objective 1:** 4.1 Annually improve operational processes.








**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Operational process were placed into the employee handbook and reviewed. <b>Strategy's Expected Result/Impact:</b> Staff will understand expectations at the campus. <b>Staff Responsible for Monitoring:</b> Administration, staff	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Operational resources will be purchase to ensure that instruction can continue. <b>Strategy's Expected Result/Impact:</b> Students and staff will have resources necessary for teaching and learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Supplies - Grant: Fund 211 Title I, Part A - \$2,363.50, General Supplies - Grant: Fund 211 Title I, Part A - \$9,840.10	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 2: 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> In the campus handbook classroom budgets are laid out for the teachers. <b>Strategy's Expected Result/Impact:</b> Teacher will know how much money they have to spend on classroom supplies. <b>Staff Responsible for Monitoring:</b> Administration, staff	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Classroom inventory is being taken to ensure all classrooms have the same resources. <b>Strategy's Expected Result/Impact:</b> This will ensure that we order needed supplies. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Staff	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 4: 4.4 Annually improve safety and security.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Required drills will be practiced to ensure that students know how to response in case of an emergency. <b>Strategy's Expected Result/Impact:</b> Students will be able to respond quickly and calmly if an emergency happens. <b>Staff Responsible for Monitoring:</b> Administration, staff	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Austin Elementary

**Total SCE Funds:** \$11,655.00

**Total FTEs Funded by SCE:** 0

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

SCE funded Gap Intervention Specialist (K-5) to work with at risk students, both individually and in groups, to close the achievement gaps between students of different ethnicities and socio-economic status.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Instructional Para	Instructional Para	Instructional Para	1
Instructional Para	Instructional Para	Instructional Para	1
Title 1 Specialist	Title 1 Specialist	Title 1 Specialist	1

# 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Paraprofessional	Crystal Saenz	paraprofessional
Non-classroom Professional	Krystal Sanchez	Reading GIS
District-level Professional	Barbie Ezell	Special Ed. Director
Classroom Teacher	Kelli Ligtz-Hahn	music teacher
Classroom Teacher	Joann Judd	Special Ed teacher
Community Representative	Amparo Cantu	community representative
Classroom Teacher	Christine McFarland	5th grade teacher
Counselor	Ashley Blentlinger	counselor
Parent	Robyn Mayo	parent
Business Representative	Oanh Schnurpel	Business Representative
Classroom Teacher	Tessie Sturgeon	2nd grade teacher
Classroom Teacher	Anna Jimenez	4th grade teacher
Classroom Teacher	Britney Baker	3rd grade teacher
Classroom Teacher	Maria Garcia	1st grade teacher
Classroom Teacher	Amy Winckler	kindergarten teacher
Administrator	Tyce Sanchez	Assistant Principal
Administrator	Brenda Brinkman	Principal

# Campus Funding Summary

Allotment: Fund 199 State GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Experiential Learning		\$700.00
1	3	5	GT testing materials and supplies		\$1,000.00
Sub-Total					\$1,700.00
Budgeted Fund Source Amount					\$1,700.00
+/- Difference					\$0.00
Allotment: Fund 199 Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Special Ed Student Resources		\$750.94
1	2	3	Math Manipulatives		\$203.81
1	4	4	Hands on equipment		\$685.25
Sub-Total					\$1,640.00
Budgeted Fund Source Amount					\$1,640.00
+/- Difference					\$0.00
Allotment: Fund 199 State SCE (PIC 24,26,28,30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Tutoring		\$7,327.50
1	2	5	Afterschool tutoring		\$7,327.50
1	2	6			\$230,065.00
Sub-Total					\$244,720.00
Budgeted Fund Source Amount					\$244,720.00
+/- Difference					\$0.00
Allotment: Fund 199 State Bilingual/ESL (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Technology resources		\$682.50
1	2	8	Technology resources		\$682.50
Sub-Total					\$1,365.00



Allotment: Fund 199 State Bilingual/ESL (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,365.00
+/- Difference					\$0.00
Grant: Fund 211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading mini lessons		\$2,425.50
1	1	4	Instructional Resources		\$125.34
1	1	4	Instructional Resources		\$32.64
1	1	9	FTE		\$157,670.49
1	2	2	Rekenrek		\$375.92
1	4	3	Flexible seating		\$1,000.00
2	1	3	General Supplies		\$10,000.00
2	2	2	Travel for Professional Development		\$4,000.00
2	2	3	Workshop Registration		\$0.00
2	2	3	Workshop Registration		\$0.00
3	2	2	Parent Involvement training		\$500.00
3	3	1	Math & Science Night Materials		\$0.00
3	3	1	Math & Science Night Supplies		\$0.00
4	1	2	General Supplies		\$9,840.10
4	1	2	Supplies		\$2,363.50
Sub-Total					\$188,333.49
Budgeted Fund Source Amount					\$188,333.49
+/- Difference					\$0.00
Grant: Fund 289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	SEL program		\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$438,258.49
Grand Total Spent					\$438,258.49

Grant: Fund 289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00