Plano Independent School District

Daffron Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

We are here to ensure high levels of learning for all students.

Vision

To provide a strong educational foundation so children can be the best they can be. Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

Value Statement

To ensure high level of learning for ALL students:

We will be joyful, positive, and child-centered.

We will be flexible, cooperative, open minded, and willing to try new things.

We will communicate effectively by listening fully and responding with compassion, patience and honesty.

We will meet regularly as teams and as a complete staff to share new ideas, to support and respectfully hold each other accountable, and to celebrate accomplishments.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Priorities 15

Priority 1 : Strategic Plan Objective 1.1: Improve, align and remove barriers for acad... 16

Priority 2 : Strategic Plan Objective 1.1: Improve, align and remove barriers for acad... 19

Priority 3 : Strategic Plan Objective 2.3: Increase access and opportunities for stud... 22

Priority 4 : Strategic Plan Objective 4.4: Engage the community through timely, con... 25

Priority 5 : Strategic Plan 4.2: Implement interventions and systems of support to e... 26

Committees 27

Site Based Decision Making Committee 28

Meeting Logs 28

Members 28

Funding Summary 30

211 Title I, Part A 31

Comprehensive Needs Assessment

Demographics

Summary

The risk ratio for our Native American (2.10) and African American (2.15) Gen Ed populations and African American SPED (3.89) population are high risk. The Native American is only 4 students and 1 who was referred for disciplinary action. There is also a concern for our Hispanic population for the risk ratio (1.51). Anything above 2 is high risk, the 1.51 was medium risk.

Our African American and Hispanic populations account for the majority of our discipline at Daffron.

At the beginning of the year attendance was stronger and as the year progressed, attendance declined across all ethnicities. Native American was our lowest attendance percentage.

Grades 3-5 have the highest attendance percentage, while kindergarten had the lowest attendance percentage.

Reporting Period 1 was our highest attendance percentage, and reporting period 5 was our lowest.

Strengths

This diverse and inclusive environment provides a strong foundation for fostering cultural awareness, equity, and high academic standards.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	African American and Hispanic population made up to 82.26% of the disciplinary referrals for the 25-26 school year.	There is a lack of connection and engagement in the learning environment.
2 ★	The campus attendance rate for the 2025-2026 school year was 94.3%, which is lower than the campus goal of 96%. Attendance declined from 95.8% at the beginning of the year to 94% at the end of the year.	There is an absence of a system to monitor absenteeism and to implement attendance support plans for students who are chronically absent.

★ = Priority

Student Learning

Summary

Student achievement at Daffron demonstrated progress from Fall to Spring, with higher growth from Winter to Spring. The MAP PGR report shows that there are groups of students that made less than one year's growth, while other groups of students (quintiles) met or exceeded one year's growth. MCLASS data indicates that students at or above benchmark made more progress than students well below or below benchmark. Student projections, based on MAP, for students at Meets or Masters showed progress from Fall to Spring in every student group. Students in the Economically Disadvantaged, Emergent Bilingual, and Special Education groups performed below other student groups.

On the 5th Grade NWEA MAP assessment, **Spring projected College and Career Readiness (CCR)** proficiency rates for **Economically Disadvantaged (Econ Dis)**, **Emergent Bilingual (EB)**, and **Special Education (SpEd)** student groups significantly lag behind the **All Students** benchmark in both Reading and Mathematics.

While the **All Students** group achieved Spring CCR projected proficiency rates of **55.1% in Reading** and **42.2% in Math**, targeted student groups demonstrated substantial performance gaps:

- **Econ Dis:** 34.7% Reading (**20.4 percentage point gap**) | 18.0% Math (**24.2 percentage point gap**)
- **EB:** 31.9% Reading (**23.2 percentage point gap**) | 21.3% Math (**20.9 percentage point gap**)
- **SpEd:** 16.7% Reading (**38.4 percentage point gap**) | 0.0% Math (**42.2 percentage point gap**)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students beginning the year at well below benchmark on MCLASS are demonstrating lower progress than students beginning the year at below benchmark, benchmark or above benchmark.	
2 ★	On the 5th Grade NWEA MAP assessment, Spring projected College and Career Readiness (CCR) proficiency rates for Economically Disadvantaged (Econ Dis), Emergent Bilingual (EB), and Special Education (SpEd) student groups performed below the All Students group in both Reading and Mathematics.	Lack of a system for monitoring progress in between writing a goal, carrying out the goal and progress monitoring the goal.
3	Students in the Economically Disadvantaged, Emergent Bilingual, and Special Education groups demonstrated lower growth from fall to spring than other student groups on MAP (meets or masters).	

★ = Priority

School Processes & Programs

Summary

- CFAs and unit assessments were administered by teachers, but we did see some inconsistency with administration expectations and post assessment follow through with data discussions and next steps.
- Intentional planning for Tier 1,2 & 3 instruction based on student performance and follow up with plan to address student needs and progress monitoring.
- The campus needs to develop a system to better monitor attendance and HB1416 data
- Celebrations: Planning for instruction is a strength

With a Title I allotment of $181,000, we fund key staff who drive both teacher and student success. This investment supports our educators with coaching, modeling, and PLCs, while directly boosting student growth through targeted small-group lessons.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The MAP student growth summary report indicates that the achievement percentile for HB1416 students is significantly below all students. All students achievement percentile in Spring 2026 was 72%, while HB1416 achievement percentile was 16% (not met math) and 9% (not met reading).	A system is needed to monitor individual student growth, planning for assessment and data analysis.
2 ★	During the 2025-2026 school year, 79% of the campus' 219 discipline incidents were generated by students with multiple infractions, contributing to 50 removals from instruction via ISS or OSS.	There is a lack of a system for campus wide behavior management.

★ = Priority

Perceptions

Summary

Daffron is great at fostering relationships with parents, staff and students. Actions were taken to promote positive behavior. There were 271 discipline incidents during the 25-26 school year, with 1st and 4th grade having the highest number of those. An area for growth would be for the SSAT to meet a minimum of 2x a month, and to improve consistency in classroom management across the campus.

Only 18 parents completed the HRS survey. HRS noted a discrepancy with acknowledging individuals within the school, opportunities to provide input for the running of the campus, and that instructional practices throughout the school are known and monitored.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff rated formal ways to provide input regarding the optimal functioning of the school as .1.08 on the HRS level 1 survey, indicating disagreement in responses.	
2	Staff rated the success of the whole school, as well as individuals within the school, is appropriately acknowledged as .1.09 on the HRS level 1 survey, indicating disagreement in responses.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus attendance rate for the 2025-2026 school year was 94.3%, which is lower than the campus goal of 96%. Attendance declined from 95.8% at the beginning of the year to 94% at the end of the year.	There is an absence of a system to monitor absenteeism and to implement attendance support plans for students who are chronically absent.
2 ★	On the 5th Grade NWEA MAP assessment, Spring projected College and Career Readiness (CCR) proficiency rates for Economically Disadvantaged (Econ Dis), Emergent Bilingual (EB), and Special Education (SpEd) student groups performed below the All Students group in both Reading and Mathematics.	Lack of a system for monitoring progress in between writing a goal, carrying out the goal and progress monitoring the goal.
3 ★	The MAP student growth summary report indicates that the achievement percentile for HB1416 students is significantly below all students. All students achievement percentile in Spring 2026 was 72%, while HB1416 achievement percentile was 16% (not met math) and 9% (not met reading).	A system is needed to monitor individual student growth, planning for assessment and data analysis.
4 ★	During the 2025-2026 school year, 79% of the campus' 219 discipline incidents were generated by students with multiple infractions, contributing to 50 removals from instruction via ISS or OSS.	There is a lack of a system for campus wide behavior management.

★ = Priority

Priorities

Priority 1

Strategic Plan Objective 1.1: Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

In the 2026-2027 school year, the campus will prioritize collaboration time to discuss small group instruction and student intervention in the area of math to close learning gaps for students needing Tier 2 and Tier 3 instruction.

Performance Target: All teaching staff will increase their competency in instruction as evidenced by improvement in at least one dimension of the T-TESS rubric in the instruction domain.

Students identified as African American, Hispanic, and economically disadvantaged, and in need of accelerated instruction will increase a minimum of one proficiency level from beginning of year MAP to end of year MAP in reading and math.

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 28% in 2024 to 44% by June 2027. The African American student group performance will increase from 33% in 2024 to 48% by June 2027. The Hispanic student group performance will increase from 11% in 2024 to 34% by June 2027. The Economically Disadvantaged student group performance will increase from 13% in 2024 to 38% by June 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2024 to 52% by June 2027. The African American student group will increase from 25% in 2024 to 52% by June 2027. The Hispanic student group performance will increase from 45% in 2024 to 50% by June 2027. The Economically Disadvantaged student group performance will increase from 35% in 2024 to 42% by June 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 52% in 2024 to 55% by June 2027. The African American student group performance will increase from 53% in 2024 to 55% by June 2027. The Hispanic student group performance will increase from 39% in 2024 to 46% by June 2027. The Economically Disadvantaged student group performance will increase from 39% in 2024 to 46% by June 2027.

Performance Objective 2
K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 25% in 2024 to 45% by June 2027. The African American student group performance will increase from 28% in 2024 to 47% by June 2027. The Hispanic student group performance will increase from 9% in 2024 to 35% by June 2027. The Economically Disadvantaged student group performance will increase from 10% in 2024 to 34% by June 2027.

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The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 56% in 2024 to 59% by June 2027. The African American student group performance will increase from 53% in 2024 to 57% by June 2027. The Hispanic student group performance will increase from 37% in 2024 to 47% by June 2027. The Economically Disadvantaged student group performance will increase from 35% in 2024 to 44% by June 2027.

Closing the gaps:

The percent of students identified as Hispanic that score meets or above on STAAR Math will increase from 18% in 2026 to 35.5% in 2027.

The percent of students identified as Emergent Bilingual that score meets or above on STAAR Math will increase from 28% in 2026 to 41% in 2027.

The growth percentage of Hispanic students will increase from 61% growth in 2026 to 68% growth in 2027 on STAAR math.

The growth percentage of Emergent Bilingual students will increase from 67% growth in 2026 to 69% growth in 2027 on STAAR math.

Expected Result: By the end of the 2026-2027 school year, students will demonstrate at least one year's growth as evidenced by MAP.

Strategy 1

Teachers will implement small group data-driven math intervention, frequent formative assessments, and differentiated instruction focused on HPKS, resulting in HB1416 students increasing 50% from DNM to Approaches on STAAR.

Staff Responsible for Monitoring: Campus administrators, leadership team

Problem Statements: School Processes & Programs 1

Funding Sources: Temporary Adult Support for Intervention 211 Title I, Part A, $7,680

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The MAP student growth summary report indicates that the achievement percentile for HB1416 students is significantly below all students. All students achievement percentile in Spring 2026 was 72%, while HB1416 achievement percentile was 16% (not met math) and 9% (not met reading).	A system is needed to monitor individual student growth, planning for assessment and data analysis.

Priority 2

Strategic Plan Objective 1.1: Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

In the 2026-2027 school year, the campus will prioritize collaboration time to discuss Tier 1 writing instruction in the area of literacy.

Performance Target: Students identified as African American, Hispanic, and economically disadvantaged, and in need of accelerated instruction will increase a minimum of one proficiency level from beginning of year MAP to end of year MAP in reading and math.

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 28% in 2024 to 44% by June 2027. The African American student group performance will increase from 33% in 2024 to 48% by June 2027. The Hispanic student group performance will increase from 11% in 2024 to 34% by June 2027. The Economically Disadvantaged student group performance will increase from 13% in 2024 to 38% by June 2027.

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Performance Objective 2
K-5 MATHEMATICS

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Closing the gaps:

The percent of students identified as Hispanic that score meets or above on STAAR Reading will increase from 30% in 2026 to 39% in 2027.

Expected Result: By the end of the 2026-2027 school year, the average of Reporting Category 2 (3rd-5th grade STAAR) will increase a minimum of 10%.

Strategy 1

Collaborative teams will engage in the PLC process to internalize standards with an emphasis on success criteria, resulting in HB1416 students increasing 50% from DNM to Approaches on STAAR.

Staff Responsible for Monitoring: Grade- level teachers, administrators, instructional coaches, Student Support Liaison, SPED staff
Meeting agendas

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The MAP student growth summary report indicates that the achievement percentile for HB1416 students is significantly below all students. All students achievement percentile in Spring 2026 was 72%, while HB1416 achievement percentile was 16% (not met math) and 9% (not met reading).	A system is needed to monitor individual student growth, planning for assessment and data analysis.

Priority 3

Strategic Plan Objective 2.3: Increase access and opportunities for students to achieve Career, College and Military Readiness (CCMR) status (Pre-K through 12th grade system)

Goal 1

During the 2026-2027 school year, teachers will plan Tier 1 instruction with a focus on HPKS implementation and data analysis.

Performance Target: Students identified as African American, Hispanic, and economically disadvantaged, and in need of accelerated instruction will increase a minimum of one proficiency level from beginning of year MAP to end of year MAP in reading and math.

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 28% in 2024 to 44% by June 2027. The African American student group performance will increase from 33% in 2024 to 48% by June 2027. The Hispanic student group performance will increase from 11% in 2024 to 34% by June 2027. The Economically Disadvantaged student group performance will increase from 13% in 2024 to 38% by June 2027.

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Performance Objective 2
K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 25% in 2024 to 45% by June 2027. The African American student group performance will increase from 28% in 2024 to 47% by June 2027. The Hispanic student group performance will increase from 9% in 2024 to 35% by June 2027. The Economically Disadvantaged student group performance will increase from 10% in 2024 to 34% by June 2027.

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Closing the gaps:

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The percent of students identified as Emergent Bilingual that score meets or above on STAAR Math will increase from 28% in 2026 to 41% in 2027.

The growth percentage of Hispanic students will increase from 61% growth in 2026 to 68% growth in 2027 on STAAR math.

The growth percentage of Emergent Bilingual students will increase from 67% growth in 2026 to 69% growth in 2027 on STAAR math.

Closing the gaps:

The percent of students identified as Hispanic that score meets or above on STAAR Reading will increase from 30% in 2026 to 39% in 2027.

Expected Result: Students will increase a minimum of one year's growth in HPKS standards.

Strategy 1

Teachers will collect data, analyze data, and plan for interventions based on data analysis for students that are Economically Disadvantaged, Hispanic, Emergent Bilingual, and receiving Special Education services.

Staff Responsible for Monitoring: Campus administrators, leadership team.

Problem Statements: Student Learning 2

Funding Sources: Parent engagement materials in the area of math and literacy. 211 Title I, Part A, $2,142

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	On the 5th Grade NWEA MAP assessment, Spring projected College and Career Readiness (CCR) proficiency rates for Economically Disadvantaged (Econ Dis), Emergent Bilingual (EB), and Special Education (SpEd) student groups performed below the All Students group in both Reading and Mathematics.	Lack of a system for monitoring progress in between writing a goal, carrying out the goal and progress monitoring the goal.

Priority 4

Strategic Plan Objective 4.4: Engage the community through timely, consistent and innovative communication.

Goal 1

During the 2026-2027 school year, attendance will increase to 96%.

Performance Target: Increase from 94.4% (average of six weeks in 2025-2026) to 96% for the 2026-2027 school year.

Expected Result: Attendance will increase to 96%.

Strategy 1

Implement early-warning systems, attendance monitoring, and restorative engagement practices leveraging the Code of Civility and customer service practices for chronically absent students.

Staff Responsible for Monitoring: administrators, office staff

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The campus attendance rate for the 2025-2026 school year was 94.3%, which is lower than the campus goal of 96%. Attendance declined from 95.8% at the beginning of the year to 94% at the end of the year.	There is an absence of a system to monitor absenteeism and to implement attendance support plans for students who are chronically absent.

Priority 5

Strategic Plan 4.2: Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

During the 2026-2027 school year, the campus will engage in PBIS and STOIC implementation to reduce office referrals.

Performance Target: By May, 2027, reduce office referrals for PEIMS reportable incident by at least 10%

Expected Result: Reduction in office referrals for PEIMS reportable incidents by at least 10%.

Strategy 1

Provide professional learning in restorative practices, PBIS implementation, and culturally responsive classroom management.

Staff Responsible for Monitoring: administrators, leadership team

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	During the 2025-2026 school year, 79% of the campus' 219 discipline incidents were generated by students with multiple infractions, contributing to 50 removals from instruction via ISS or OSS.	There is a lack of a system for campus wide behavior management.

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 13, 2027 @ 3:30 PM	Daffron Library	--	--
February 18, 2027 @ 3:30 PM	Daffron Library	--	--
August 25, 2026 @ 3:30 PM	Daffron Elementary	8:25:26 SBIC Sign In.pdf	_SBIC #1 Agenda 2026-2027.pdf

Members

First Name	Last Name	Position	Committee Role
John	Wilshire	Assistant Principal	Campus-Based Professional Staff Member
Dr. Chad	Weinzetl	Lifestyle Wellness	Business Representative
Andrea	Hernandez	Raising Canes	Business Representative
Kimberly	Carducci	Pot Belly	Business Representative
Leticia	Reyes	Community Member	Community Member
Kelley	Krost	Parent Liaison	Parent Liaison
Mercedes	Matute	Parent	Parent
Nancy	Gomez Maier	Parent	Parent
Nancy	Furth	Community Member	Community Member
Angel	Guzman	Community Member	Community Member
Ashley	Benoy	Parent	Parent
Meagan	O'Rourke	Parent	Parent
Tanya Hadnot	Hadnot	Parent	Parent
Sisisha	Kesireju	Parent	Parent
Marcy	Miranda	PTA Representative	Parent
Tonya	Grant	Counselor	Faculty Member
Rebecca	Gunner	Fifth Grade Teacher	Faculty Member
Teri	Lawson	Fourth Grade Teacher	Faculty Member
Terri	Stout	Third Grade Teacher	Faculty Member
Jessica	Pelletier	Second Grade Teacher	Faculty Member
Blanca	Palacios	First Grade Teacher	Faculty Member

First Name	Last Name	Position	Committee Role
Anthony	Gregory	Pre K/Kinder Teacher	Faculty Member
Kimmie	Conlon	Director MTSS and Section 504	District-Level Professional Staff Member
Monica	Maldonado	Assistant Principal	Campus-Based Professional Staff Member
Wendy	Miller	Principal	Professional, Non-Teaching Staff Members
Curtis	King	NDBT	Business Representative
Nakiska Petish	Petish	Jason's Deli	Business Representative

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Temporary Adult Support for Intervention	--	$7,680.00
3	1	1	Parent engagement materials in the area of math and literacy.	--	$2,142.00
				Sub-Total	$9,822.00
				Budgeted Fund Source Amount	$16,220.00
				+/- Difference	**$6,398.00**