

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

Mission Statement

- We, the staff of Stephen F. Austin Elementary, accept the responsibility for providing a safe, orderly environment for learning.
- We believe in every student's ability to learn and realize success. In order to educate the "whole child," we will implement well-balanced educational curriculum that will help each child function in our multi-cultural society.
- We developed this mission based on the following beliefs:
 - All children can learn.
 - All children are unique.
 - All children desire and need a secure environment.
 - All children need opportunities to learn and be successful.

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

Stay committed to being positive and reflective looking within for ways to improve.

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help all students reach their highest potential.

Engage in professional development and professional learning communities to improve student learning and success.

Hold high expectations for student achievement and engage them in meaningful academic experiences while using time effectively and efficiently.

Build relationships with students, parents, colleagues and the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Our Hispanic population has increased every year for the last 3 years. All of our other populations remain at about the same percentage.
- Our total student population has increased from last year.
- Our attendance has declined due to COVID-19.
- The SPED population has increased every year for the last 3 years.
- LEP population increased from last year.
- Migrant population decreased from last year.
- Our dropout rate has declined.
- Class size average for last 3 years:

Pre-K	16
Kinder	19
1st	20
2nd	20
3rd	20
4th	19
5th	22

Demographics Strengths

Our school continues to employ highly qualified teachers and paraprofessionals that will ensure the success of our growing population for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance has declined in the last 3 years. **Root Cause:** COVID-19

Student Learning

Student Learning Summary

Our African American, Hispanic, Economically Disadvantaged, Sped, and English Learners consistently score below the state average on STAAR math, reading, and science tests. Areas of concern:

- 3rd-5th Math approaches and masters
- 5th Science approaches and masters

We have numerous points of data from multiple sources. We need to determine steps to effectively use this data to drive our PLC conversations and instructional decisions.

There is a disconnect between the level of classroom rigor, district assessments, and STAAR.

Student Learning Strengths

- 3rd-5th Reading showed an improvement in all performance levels on 2022 STAAR.
- We have the people and resources to service our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our African American, Hispanic, Economically Disadvantaged, SPED, and English Learners consistently score below the state average on STAAR math, reading, and science tests. **Root Cause:** There are multiple possible causes for these gaps. It is important to note that many of these students fall into multiple categories. For example, a Hispanic student may also be economically disadvantaged and bilingual, and/or in special education. Therefore it is important to recognize that the causes vary and may include factors such as a curriculum that is not culturally relevant, special ed

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed May 2022 through campus teams and the instructional leadership team.

Austin Elementary allots time for teachers to meet on a weekly basis to work collaboratively by having PLCs (Professional Learning Communities) and weekly team meetings. During these meetings teachers analyze data, review CFA and CBA data, modify lesson plans, reteach for mastery, increase student engagement, and create instructional calendars. The calendars are created based upon upcoming TEKS, and TEKS that were deemed as “weak” through assessments. Teachers use this data to plan their future instruction. Data is tracked through Eduphoria, Guided Reading Notebooks and Guided Math Folders. If students are not successful with the lessons, and continue to have failing grades, they are placed in RTI. If interventions are not successful, students are then referred for Special Education testing or dyslexia testing.

Our campus will continue referencing the TEKS in lesson plans and creating Content and Language objectives that are written from the TEKS/ELPS. Teachers will continue to post Content and Language objectives in the classroom.

Austin has a 1:1 ratio of technology for students in grades K-5. Technology is integrated using programs such as See-Saw, Waterford, Accelerated Reading, Pear Deck, Kahoot, Istation, Reading A-Z and Quizizz, among many others. District Technology specialists are on campus several days each month to assist teachers and students. Austin was the first elementary campus in Goose Creek to achieve the accomplishment of becoming an “Apple Certified Campus.”

Differentiation and scaffolding are addressed through small group instruction called “Gator Time”, which is built into the schedule. Tutors are on campus to assist with HB4545 requirements, and to provide additional support as needed.

School Processes & Programs Strengths

School Processes & Programs Strengths

- Apple Certified School
- Technology is integrated on a daily basis.
- The campus has maximized one-to-one student computer interaction with IPADS.
- Data analysis from PLCs has helped determine areas of strengths and weaknesses.
- TEKS are referenced and aligned in all lesson plans
- PLC days have allotted time to meet and work collaboratively with subject and grade level teams.
- Content and Language Objectives are written from the TEKS/ELPS
- Tutoring is provided for additional support.

Perceptions

Perceptions Summary

The comprehensive needs assessment review for the culture, climate, values and beliefs, indicated the following:

- The staff survey results indicate they feel supported and cared for within the work environment at SFA. The teacher survey results show they would appreciate more professional development geared toward their needs and recognition for their work because they feel there is no flexibility to meet the needs of work and personal life.
- Teachers expect parents to help with continuous reading at home to help close gaps.
- Student survey results indicate students and staff feel supported and cared for within the work environment at SFA. Students feel their teachers and staff members care for them and are encouraging. The student survey shows perceptions of other students that all types of bullying is a setback to their learning.
- Anti-Bullying is discussed year-round. The students are taught what bullying is, and how to report. Crime Stoppers and Stop Bullying.Org resources have been provided to students, teachers, and parents. Daily Character Strong lessons are used to support the character traits of a well-rounded human and skills to communicate and coexist effectively.
- Review 360 reports show that 5th grade has the highest referral numbers with 25%. Overall, in class incidents report for 52% and 14% for bus referrals. With a total of 663 incidents, Not Following Directions has 258, Class Disruptions with 71, Bus with 68 and Persistent Misbehavior 66.
- Every faculty member participates in implementing PBIS, utilized to increase positive behavior, along with classroom teachers having their own classroom incentive system.
- The relationship between parents and the SFA staff based on the EOY survey is positive. Parents are supportive and feel informed of engagement opportunities, but feel teachers need better ways to communicate with parents about grades and behavior. Parents feel welcome on campus.
- SFA has community partnerships with Texas First Bank, PTO, and male role models through the WatchDog Program. Also tutors from the community help close the learning gaps.
- The site-based planning committee participates monthly. There is a parent, community member and business member on the team. Their input is very important as to see all stakeholders' values on education, and processes, or ideas that could be implemented. These members give a real world perspective.
- SFA provided the Improvement Plan, the family and parent engagement policy, and the school compact to parents and the community in English and Spanish through registration, campus meetings, parent and family engagement activities, and campus website.
- The SFA website is easy for parents to find information on who to talk to about the identified problems or solutions.

Perceptions Strengths

The strengths of SFA include:

- Spirit Nights
- UIL event involvement
- Social Committee
- implementation (cards and discipline referrals)

- RTI process addressing student needs
- PLC
- Backpack Buddies
- Newsletter, Parent Call Outs through Messenger, SFA Facebook page, marque, and website are utilized consistently and effectively to keep parents informed.
- Watch Dogs
- Character Trait Monthly Recognition

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents would like better communication and conferencing with the teachers. **Root Cause:** Parents are not required to provide an email during registration, nor have training on the parent portal system.

Problem Statement 2: Anti-bullying strategies and processes need to be evaluated. **Root Cause:** Limited discipline options and access to daily technology.

Priority Problem Statements

Problem Statement 1: Our African American, Hispanic, Economically Disadvantaged, SPED, and English Learners consistently score below the state average on STAAR math, reading, and science tests.

Root Cause 1: There are multiple possible causes for these gaps. It is important to note that many of these students fall into multiple categories. For example, a Hispanic student may also be economically disadvantaged and bilingual, and/or in special education. Therefore it is important to recognize that the causes vary and may include factors such as a curriculum that is not culturally relevant, special ed

Problem Statement 1 Areas: Student Learning





Goals

Goal 1: Stephen F. Austin Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Plan and implement a well-balanced instructional program to ensure academic success for all students.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC data, Universal Screeners, Guided Reading Levels, Running Records, and TELPAS Results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide timely feedback and classroom coaching/modeling for classroom teachers.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reading on grade-level and scoring at the Meets and Masters levels on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> <p>Title I: 2.4</p> <p>Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$100,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers track and discuss guided reading levels at the end of each nine week period, or after each assessment, to plan interventions and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase the number of students reading on grade-level by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Professional Learning Communities to unpack standards, disaggregate data, plan instruction, intervention, and enrichment, and implement plans to close achievement gaps for all students.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR performance levels in all domains.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Gator time to provide intervention and enrichment for all students based on data collected during formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Increase students reading on grade-level and increase STAAR performance levels.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will work with students to create learning goals for reading and math. Students will track their goal progress, and teachers will monitor and provide feedback on goal attainment throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning. Increase in performance levels on Domain 2 of STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June
<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 2: Stephen F. Austin Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Utilize the district curriculum and resources with fidelity to ensure student success in all instructional areas.

Evaluation Data Sources: Instructional rounds, campus walkthroughs, lesson plans, formative and summative assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide supplemental support to increase student success in all instructional areas including GT, Bilingual/ESL, and Special Education in order to provide a well-rounded education to all students.</p> <p>Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental materials and supplies - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500, Supplemental materials and supplies - Coordination of Local and State Funds - Special Education Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize high-yield, research based instructional strategies (i.e. Kagan, Lead4Ward, Guided Reading, etc.) to encourage higher order thinking in all classrooms and meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement consistent K-5 science instruction with opportunities for hands-on learning and discovery, using content vocabulary and grade-level TEKS.</p> <p>Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 1: Our African American, Hispanic, Economically Disadvantaged, SPED, and English Learners consistently score below the state average on STAAR math, reading, and science tests. **Root Cause:** There are multiple possible causes for these gaps. It is important to note that many of these students fall into multiple categories. For example, a Hispanic student may also be economically disadvantaged and bilingual, and/or in special education. Therefore it is important to recognize that the causes vary and may include factors such as a curriculum that is not culturally relevant, special ed

Goal 3: Stephen F. Austin Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Incorporate strategies to improve the performance of identified students in the areas of attendance, academic, and/or behavior so they will be successful and have goals to complete their education.

Evaluation Data Sources: Attendance data, progress report and report cards, Review 360 data,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize student assessment data to develop and implement intervention plans with accelerated instruction and remediation that are highly effective in order to meet individual student needs.</p> <p>Strategy's Expected Result/Impact: 80% of students making progress using specified interventions in RTI plans.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: Costs for Accelerated Instruction (tutorials) - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote high attendance and incorporate school-wide attendance incentives for teachers and students.</p> <p>Strategy's Expected Result/Impact: Increase average daily attendance rate to 97% or higher each 9-weeks as evidenced by 9-weeks attendance reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CSSS</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase students' knowledge about college and career options through activities that support college and career readiness and promote college awareness.</p> <p>Strategy's Expected Result/Impact: Increased opportunities as documented by list of activities completed.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote student success through the effective use of the Student Support Team (SST) process to provide intervention and resources to identified students with attendance, academic, or behavior concerns.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, decreased Review 360 incidents, and increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Campus Student Success Specialist costs - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$65,000</p>	Formative		
	Nov	Feb	June
<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: Stephen F. Austin Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe, positive learning environment by utilizing PBIS, Character Strong, and Bullying Prevention programs.

Evaluation Data Sources: Review 360 reports; Student, Staff, and Parent Surveys; Counselor calendar





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize Review 360 to record classroom behaviors for all students at Stephen F. Austin allowing us to accurately identify and track behaviors and where they occur.</p> <p>Strategy's Expected Result/Impact: Behavior incidents will decrease from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote SFA (Safe, Friendly, and Accountable) expectations to encourage students to take ownership of their own behavior to decrease discipline incidents.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that classroom, grade-level, campus, and district behavior management systems are aligned, effective, and utilized.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to previous school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide guidance and bullying lessons and guidance counselor lessons that address the social and emotional needs of our students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement the Character Strong program including daily lessons, daily announcements, and Character Strong student of the month.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of discipline referrals as compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize the PBIS committee monthly meetings to provide feedback and set campus-wide goals related to positive behavior supports.</p> <p>Strategy's Expected Result/Impact: A decrease in the number of discipline referrals as compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Stephen F. Austin Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit, develop, and retain highly effective personnel.

Evaluation Data Sources: Staff Development Records, Reports reflecting Certification Attainment.





Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase in the number of teachers with ESL and GT certification from previous year. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assign staff to positions based on certifications (i.e. GT, BIL, ESL) and areas of expertise in order to provide a highly effective instructional setting for all students. Strategy's Expected Result/Impact: Retainment of teachers and increased student achievement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Stephen F. Austin Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Participate in and support parental and community partnerships to provide opportunities and experiences that enhance student achievement.

Evaluation Data Sources: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation from previous year.</p> <p>Staff Responsible for Monitoring: CSSS</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p> <p>Title I: 4.2</p> <p>Funding Sources: Materials and supplies for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize campus website, School Messenger, the SFA social media pages and Austin Updates to inform students, staff and the public of important school information and activities and to enhance the school/community partnership.</p> <p>Strategy's Expected Result/Impact: Increased parental and community involvement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Webmaster</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support our PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend all meetings and include student performances or recognition at all meetings.</p> <p>Strategy's Expected Result/Impact: The PTO participation will increase from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve communication between school and home regarding student work, grading, and behavior.</p> <p>Strategy's Expected Result/Impact: Increase in parent understanding and involvement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Stephen F. Austin Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Stephen F. Austin teachers will use technology in their classrooms and attend staff development to increase their knowledge.

Evaluation Data Sources: Staff development reports, Lesson Plans, and Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in staff and students using technology effectively in the classroom through walkthroughs and lesson plans.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize 1:1 iPads for all students to maximize learning.</p> <p>Strategy's Expected Result/Impact: Increased student success on content TEKS and state and local assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will maintain the Apple certification, and all staff will become Apple certified to incorporate new and engaging opportunities for student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student success on content TEKS and state and local assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$100,000.00
3	1	4	Campus Student Success Specialist costs	Title I Part A Funds	\$65,000.00
6	1	2	Materials and supplies for parent academic sessions	Title I, Part A	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$169,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental instructional materials	GT Funds	\$500.00
2	1	1	Supplemental materials and supplies	Special Education Funds	\$500.00
2	1	1	Supplemental materials and supplies	Bilingual/ESL Funds	\$500.00
3	1	1	Costs for Accelerated Instruction (tutorials)	SCE Funds	\$8,000.00
Sub-Total					\$9,500.00