Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2023-2024 Campus Improvement Plan

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 <u>all</u> 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

- African American: 9.37% (M 39 F38)
- American Indian or Alaska Native: 0.24% (M 1 F1)
- Asian: 0.49% (M 1 F 3)
- Hispanic: 65.57% (M 267 F 272)
- Native Hawaiian or other Pacific Islander: 0%
- White: 22.99% (M 112 F 77)
- 2 or more races: 1.34% (M 4 F 7)
- Male 424
- Female 398
- Eco Disadvantaged: 589

Special Populations:

- Gifted & Talented: 89
- SPED: 154
- LEP: 270
- Migrant: 6
- Homeless: 8

Other Discussion Items:

- Hispanic population continues to be our largest population and our White Population has increased.
- Total student population continues to increase.
- Attendance is slowly rising since the year Covid-19 brought a huge decline on attendance.
- SPED population continues to increase.
- EB population continues to increase (We have all Clark Elem. LEP students)
- Migrant population decreased.
- Our dropout rate decreased.
- Class size average for last 3 years has remained at 19-22 students.
- Highly qualified Bilingual, SPED and GT teachers available to all our students.
- Title I School: CS3 support available for all parents, students and staff.

Demographics Strengths

Our campus continues to employ highly qualified teachers and paraprofessionals that will ensure the success of our growing population of all students. Support is offered and available for all staff members through our Administration and District.

Student Learning

Student Learning Summary

Overall our students are showing growth in both math and reading. The gaps in our subgroups are narrowing, except for Sp. Ed. We were above the district in all grades for reading and math in all categories. 5th grade Science scored below the district, but was close in all categories. PLC and RTI are effective to help us identify struggling students and determine how best to support them.

Student Learning Strengths

Data supports the interventions we are providing because our students are showing growth. The work we have put into RTI this year has enabled us to better support our struggling students. Having certified teachers help us tutor students during the day has made significant improvements in our struggling readers.

School Processes & Programs

School Processes & Programs Summary

Austin Elementary provides rigorous and relevant instruction that is aligned with the TEKS and ELPS. Lesson plans are created after unpacking TEKS and developing focused Learning Intentions and Success Criteria centered around measurable student work products such as exit tickets and CFAs. Lesson plans to ensure that instruction is cognitively demanding and challenging.

Grade level teams meet at least once per week to collaborate as a PLC and disaggregate data and create intervention groups. Weak TEKS are spiraled through subsequent assessments to measure the effectiveness of the reteaching efforts. Students track their own progress and maintain a data folder which includes goal setting. Teachers track scores and Guided Reading levels. Lack of progress is addressed through Gator Time and RTI if necessary.

Austin is an Apple Certified Campus. Technology is utilized in classes regularly and effectively through a variety of programs and apps. District Technology Specialists make regular visits to the campus to assist with classroom technology implementation.

Teachers enroll in a variety of professional development opportunities. Principals approve professional development enrollment to ensure alignment with the needs of each teacher. TLCs attend weekly Curriculum and Instruction meetings and disseminate new information and strategies to teachers in weekly grade level PLC meetings.

Learning intentions, success criteria, and language objectives are posted, explained, and revisited throughout each lesson. Linguistic accommodations are updated and documented on a student by student basis throughout the year. The effectiveness of these strategies is evaluated yearly via TELPAS.

As an Apple Distinguished campus, Austin teachers strive to ensure that technology is used to enhance student engagement and learning. Programs and apps provide immediate feedback to the teacher regarding student understanding. Progress Learning/Liftoff and ST Math are individually tailored for each student based on their strengths and weaknesses.

School Processes & Programs Strengths

School Process and Programs Strengths

- Apple Certified Campus; teachers embrace technology and use it effectively
- Multiple sources of data are used to guide planning and interventions
- Lesson plans and materials are aligned with TEKS
- PLC meeting times are protected
- Learning Intentions, Success Criteria, and Language Objectives are well planned and regularly referred to
- PBIS incentives support classroom management, resulting in improved instruction
- Retired certified teachers provide quality small group instruction

Perceptions

Perceptions Summary

Overall, there is a positive perception of the campus climate and culture from all stakeholders. Teachers, parents, and students all feel a sense of belonging at the campus and feel comfortable and safe. Teachers and administrators communicate with students and with parents, but there is a lack of communication between grade level teachers or different departments of teachers that may share the same students. Some teachers feel that they do not know many people outside of their teaching team. Parents have opportunities to be a part of campus activities through family night events, the ILT committee, the campus anti-bullying committee, Watch Dogs, and the PTO. These events and activities are heavily attended but there is a breakdown when it comes to understanding navigation of important tools like the Parent Portal. Communication with parents is done via classroom Remind or Class Dojo apps, a monthly newsletter, and the campus Facebook page in addition to call outs. Students feel positively about the campus as well. They feel supported by teachers, administrators, and the counselor. Most students feel a sense of belonging at the campus. Student behavior has improved in comparison to previous years according to Review 360 office referrals. Teachers and administrators have increased the use of PBIS reward systems and recognition, leading to the decrease in referrals and the increased feeling of positivity on the campus.

Perceptions Strengths

- The campus PBIS system and discipline structures are a strength. Implementing the PBIS structures with fidelity has decreased the number of office referrals while increasing the number of students that are receiving positive recognition, while also uniting the campus in a shared language of behavioral expectations. Continuing to build on the momentum of this year's PBIS success will hopefully allow for more growth in this area.
- Parental involvement through the PTO and other family events is another strength. PTO volunteers are regularly present on campus from helping monitor kindergarten lunch during the first two weeks of school to planning and running the annual Fall Festival, an Austin tradition. The involvement from these parents should be leveraged to increase parental involvement in other areas, like understanding the Parent Portal and student conferences.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

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		
Strategy 1: Provide timely feedback and classroom coaching/modeling for classroom teachers.	**Formative**		
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.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches **Title I:** 2.4 **Funding Sources:** Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $100,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: ELAR teachers in all grade levels will keep an updated guided reading notebook to track and discuss guided reading levels monthly to plan interventions and make instructional adjustments.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students reading on grade-level by the end of the school year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators ELAR Teaching and Learning Coach Teachers			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Increase in STAAR performance levels in all domains. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Title I:** 2.5 **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $500	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Gator time to provide intervention and enrichment for all students based on data collected during formative and summative assessments.	**Formative**		
Strategy's Expected Result/Impact: Increase students reading on grade-level and increase STAAR performance levels. **Staff Responsible for Monitoring:** All staff **Title I:** 2.6	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Students will take ownership of their learning. Increase in performance levels on Domain 2 of STAAR. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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		
Strategy 1: Provide training and 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.	**Formative**		
Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I:** 2.5 **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	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Design and implement lessons that use high-yield, research based instructional strategies (i.e. Kagan, Lead4Ward, Guided Reading, etc.) to promote learning for all student populations and encourage higher order thinking in all classrooms.	**Formative**		
Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement consistent K-5 science instruction with opportunities for hands-on learning and discovery, using content vocabulary and grade-level TEKS.	**Formative**		
Strategy's Expected Result/Impact: 5-10% increase in student achievement scores across all performance levels of STAAR. **Staff Responsible for Monitoring:** Campus Administrators Teachers	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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		
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.	**Formative**		
Strategy's Expected Result/Impact: 80% of students making progress using specified interventions in RTI plans.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators			
Title I: 2.6			
Funding Sources: Costs for Accelerated Instruction (tutorials) - Coordination of Local and State Funds - SCE Funds - $8,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote high attendance and incorporate school-wide attendance incentives for teachers and students.	**Formative**		
Strategy's Expected Result/Impact: Increase average daily attendance rate to 97% or higher each 9-weeks as evidenced by 9-weeks attendance reports.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Teachers CSSS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase students' knowledge about college and career options through activities that support college and career readiness and promote college awareness.	**Formative**		
Strategy's Expected Result/Impact: Increased opportunities as documented by list of activities completed.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Counselor			

Strategy 4 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student attendance, decreased Review 360 incidents, and increased STAAR scores. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Campus Student Success Specialist costs - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $65,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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		

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.
    Strategy's Expected Result/Impact: Behavior incidents will decrease from previous year.
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Promote SFA (Safe, Friendly, and Accountable) expectations to encourage students to take ownership of their own behavior to decrease discipline incidents.
    Strategy's Expected Result/Impact: Decrease in the number f discipline referrals as compared to previous year.
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
	Formative		

	Nov	Feb	June

Strategy 3 Details	Formative Reviews		

Strategy 3: Ensure that classroom, grade-level, campus, and district behavior management systems are aligned to the SFA matrix and are utilized consistently and with fidelity.
    Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to previous school year.
    Staff Responsible for Monitoring: Campus Administrators
Teachers
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide guidance lessons and anti-bullying lessons that address the social and emotional needs of our students.
    Strategy's Expected Result/Impact: Decrease in the number of discipline referrals as compared to the previous school year.
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
	Formative		

	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement the Character Strong program including daily lessons, daily announcements, and Character Strong student of the month.	Formative		
Strategy's Expected Result/Impact: A decrease in the number of discipline referrals as compared to the previous school year. **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize the PBIS committee monthly meetings to provide feedback and set campus-wide goals related to positive behavior supports.	Formative		
Strategy's Expected Result/Impact: A decrease in the number of discipline referrals as compared to the previous school year. **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide ongoing training and support for teachers on strategies for managing students with severe behaviors, students qualifying for SPED with an Intellectual Disability, and students who are globally low and do not qualify for SPED.	Formative		
Strategy's Expected Result/Impact: Students will show evidence of growth on IEP goals and/or STAAR. **Staff Responsible for Monitoring:** Campus Administrators Teachers	Nov	Feb	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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: Increase the number of ESL and GT certified teachers to at least 50% of each grade level.	**Formative**		
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	**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.	**Formative**		
Strategy's Expected Result/Impact: Retainment of teachers and increased student achievement. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**June**
0% No Progress 100% 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		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in parent participation from previous year.
    Staff Responsible for Monitoring: CSSS
 	
    Title I:
    4.1			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in parent participation from previous year.
    Staff Responsible for Monitoring: Campus Administrators
    CSSS
 	
    Title I:
    4.2
    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			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize campus website, Parent Square, 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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased parental and community involvement.
    Staff Responsible for Monitoring: Campus Administrators
    Webmaster			

Strategy 4 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: The PTO participation will increase from previous year.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teachers
	Formative		

	Nov	Feb	June

Strategy 5 Details	Formative Reviews		

Strategy 5: Improve communication between school and home regarding student work, grading, and behavior.
 	
    Strategy's Expected Result/Impact: Increase in parent understanding and involvement.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teachers
	Formative		

	Nov	Feb	June

0% No Progress	100% 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		
Strategy 1: Provide staff development on high-yield instructional strategies that will enhance the effective use of technology in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Increase in staff and students using technology effectively in the classroom through walkthroughs and lesson plans.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize 1:1 iPads for all students to maximize learning.	**Formative**		
Strategy's Expected Result/Impact: Increased student success on content TEKS and state and local assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Increased student success on content TEKS and state and local assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress	100% 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