

# Wichita Falls Independent School District

## Fain Elementary

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

# Mission Statement

We believe that all students can become lifelong learners and contributing members of society. The commitment of our school is to provide a learning environment that is safe, caring, and focuses on the individual abilities and talents of each student as we work with students, parents, faculty, and the community to help each child achieve maximum success. We base this mandate on clear goals, instructional needs, and the ever-changing expectations of student achievement.

## Vision

Our vision is to ensure a passion for life-long learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fain Demographics: (Based on current campus report card)

- Enrollment 476
- Ethnic Distribution: AA 13.2%; Hisp. 22.7%; White 55.5%; A. Ind. .2%; Asian .8%; PI .0%; Two or More 7.6%
- Economically Disadvantaged: 62%
- Non Economically Disadvantaged: 38%
- 504 5.5%
- EL 1.9%
- Dyslexia 5.3%
- At Risk 35.9%
- SPED 8.5%
- Mobility 15.6%

Fain has great community support with PBL and a supportive PTA.

Fain will have 10 new teachers and 2 teachers in new positions.

### Demographics Strengths

Fain Elementary has a large number of "neighborhood" students that return from year to year. Fain is a school-wide Title 1 school that allows for additional funds for staff and for tutorials for struggling students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** More time/personnel in SPED and Dyslexia **Root Cause:** increase in student numbers in both programs

**Problem Statement 2:** Training new staff on campus expectations. **Root Cause:** 10 new teachers.

# Student Learning

## Student Learning Summary

Grade 3 Math Interim - Opportunity 2

### 2019-2020 Interim Math Assessment, Grade 3- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade 1
Fain Elementary	69	135002/03/20		43.01%	1

### 2019-2020 Interim Reading Assessment, Grade 3- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade 1
Fain Elementary	69	137701/29/20		57.80%	3

### 2019-2020 Interim Math Assessment, Grade 4- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meet
Fain Elementary	69	144901/27/20		70.54%	

### 2019-2020 Interim Reading Assessment, Grade 4- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meet
Fain Elementary	74	150001/29/20		79.39%	

### 2019-2020 Interim Math Assessment, Grade 5- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meet
Fain Elementary	59	152902/13/20		71.36%	

### 2019-2020 Interim Reading Assessment, Grade 5- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meet
Fain Elementary	64	152501/28/20		68.81%	

### 2019-2020 Interim Science Assessment, Grade 5- Opportunity 2

	Total Students	Scale Score	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meet
Fain Elementary	63	347602/04/20		43.51%	

Due to COVID, no STAAR assessment was taken. Used Interim data. Fain staff and students work to set learning goals that are measureable, but extra time will need to be in place to recapture the last nine weeks of 2020.

### **Student Learning Strengths**

Overall high percentage of students at Approaches.

Fain has a structure in place for unit pretest and post test that drives planning and small group instructions. Fain staff works with students to set goals and track their own progress on specific standards. Fain staff works to differentiate instruction to not only provide intervention for low performing students, but to tweak instruction to move all students up on the growth index.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Time for accelerated instruction due to missing last nine weeks of 2020. **Root Cause:** COVID

**Problem Statement 2:** Fain will have many new staff members that will need to be mentored and trained on campus initiatives. **Root Cause:** 9 new teachers, 1 teacher new to grade level, 2 new coaches, and 2 new paraprofessionals.

**Problem Statement 3:** program to assist with online learning and to target small groups in STAAR content areas **Root Cause:** possible online learning due to COVID

**Problem Statement 4:** flexible seating areas to promote social distancing **Root Cause:** COVID

# School Processes & Programs

## School Processes & Programs Summary

Fain has several new teachers this year. Support systems, such as common grade level planning, PLC time, and a common learning framework will be in place for these new staff members. It will be important to help new staff analyze student data and set learning goals based on TEKS. There will also be the need to find time for accelerated instruction due to missing the last nine weeks. Fain staff will continue to work to provide differentiated instruction geared to student learning goals.

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

Accountability Rating from 2019: B Student Achievement B; School Progress B (Academic Growth D; Relative Performance Ed. Dis. B; Closing Gaps C) Distinction earned in postsecondary readiness

## School Processes & Programs Strengths

Fain is a PBL campus and has created success skills curriculum that allows for more student lead/hands-on learning. Fain has a system in place for monitoring progress and driving instruction with unit pre and post tests. Fain, also, has a system in place for student goal setting and data tracking on the TEKS.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Training new staff on PBL and other campus initiatives **Root Cause:** 9 new teachers

**Problem Statement 2:** Providing accelerated instruction due to missing 4th nine weeks **Root Cause:** COVID

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

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

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** New staff understanding of Fain behavior expectations and success skills curriculums **Root Cause:** 9 new staff members

**Problem Statement 2:** Increasing community support with projects **Root Cause:** Time to make contact with community members

**Problem Statement 3:** Re-establishing climate after COVID **Root Cause:** COVID



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Employee Data**







- Professional learning communities (PLC) data
- Campus leadership data

# Goals

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

**Performance Objective 1:** Retain new teachers to the campus by 90% retention rate. Will be determined at staffing.


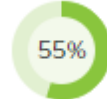





**Evaluation Data Sources:** HR data

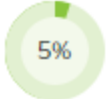







<p><b>Strategy 1:</b> Each teacher new to campus with less than 2 years of experience will plan with Instructional Coaches.  <b>Strategy's Expected Result/Impact:</b> Routine collaboration on best practices, district and campus initiatives.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> Instructional Coaches - SCE, Instructional coaches - Title 1 Part A - 21111611900109030000</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 10%	 55%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** By May 2021, 90% of Kindergarten through second grade students will read on grade level as measured with MAPS

**Evaluation Data Sources:** EOY TPRI Class Summary Sheets  
 Unit assessments  
 MAPS  
 Running Records  
 High Frequency Word Lists








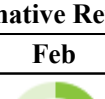
<b>Strategy 1:</b> Student Goal Setting <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Not Funded	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> Balanced literacy <b>Strategy's Expected Result/Impact:</b> Increased time for small group instruction in reading and a variety of reading strategies. <b>Staff Responsible for Monitoring:</b> Language Arts teachers Principal <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> Leveled reading material - Title 1 Part A - 211 11 6329 00 109 8 30 000	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> Reading Instructional Coach <b>Strategy's Expected Result/Impact:</b> Provide assistance to teachers in the area of literacy. <b>Staff Responsible for Monitoring:</b> Principal Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> salaries for coach - Not Funded - 21111611900109030000	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







<b>Strategy 4:</b> Response to Intervention/tutoring Response to Intervention will be provided as a targeted small group intervention to students with academic deficits. <b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies. <b>Staff Responsible for Monitoring:</b> Teaching staff Counselor Instructional Coach Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> tutors - Title 1 Part A - 211 11 6118 67 109 8 30 000 - \$4,500, - SCE - 199 E 11 6118 63 109 0 30 000 - \$5,000, Instructional coach salaries - Title 1 Part A - 21111611900109030000 - \$66,192, Benefits - Title 1 Part A - 21111614200109030000 - \$12,639	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 5:</b> Differentiated instruction that involves student lead learning through PBL practices, STEAM, and Makerspace. <b>Strategy's Expected Result/Impact:</b> Student participation in interest areas and at higher cognitive levels. <b>Staff Responsible for Monitoring:</b> Teaching Staff Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Pebble Go for differentiated research for lower grades - Title 1 Part A - 211 11 6248 00 109 9 30 000, supplies/computers/equipment - Title 1 Part A - 211 11 6399 00 109 8 30 000, online service/maint agreement - Title 1 Part A	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** Increase the percentage of 3rd-5th grade students scoring meets or above grade level on the reading STAAR test from 54% in May of 2019 to 58% on May 2021.

**Evaluation Data Sources:** Spring 2021 STAAR results for 3rd-5th grade students, and STAAR reading retest results for 5th grade students.







<p><b>Strategy 1:</b> Student Goal Setting  <b>Strategy's Expected Result/Impact:</b> Increase in student performance  <b>Staff Responsible for Monitoring:</b> Principal            Instructional Coaches            Teachers  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 2:</b> Reading Instructional Coach  <b>Strategy's Expected Result/Impact:</b> Increased time for small group instruction in reading and a variety of reading strategies  <b>Staff Responsible for Monitoring:</b> Principal            Instructional Coaches            ELA teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Classroom aides - SCE - \$41,300, Coach Salaries - Title 1 Part A - 2111161190030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,276</p>	<b>Formative Reviews</b>		
<p><b>Strategy 3:</b> Balanced Literacy  <b>Strategy's Expected Result/Impact:</b> Increased time for small group instruction in ELA and a variety of ELA strategies  <b>Staff Responsible for Monitoring:</b> Principal            Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 4:</b> Response to Intervention/Tutoring            Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.  <b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies  <b>Staff Responsible for Monitoring:</b> Teaching staff            Counselor            Instructional Coach            Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> tutoring - SCE - \$5,000, tutoring - Title 1 Part A - 21111611867109130000 - \$4,500</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
			
			
			

<b>Strategy 5:</b> Differentiated instruction that involves student lead learning through PBL practices, STEAM, and Makerspace. <b>Strategy's Expected Result/Impact:</b> Student participation in interest areas and at higher cognitive levels. <b>Staff Responsible for Monitoring:</b> Teaching Staff Makerspace instructors Principal <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - Not Funded	Formative Reviews		
	Nov	Feb	May
	 5%	 55%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** Increase the percentage of 3rd-5th grade students scoring meets on the math STAAR test from 49% in May of 2019 to 53% on May 2021.

**Evaluation Data Sources:** Spring 2021 STAAR math results for 3rd-5th grade students, and STAAR math retest results for 5th grade students.  
TEA Analytic Portal

<p><b>Strategy 1:</b> Student Goal Setting</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 2:</b> Guided Math</p> <p><b>Strategy's Expected Result/Impact:</b> Increased time for small group instruction in math and a variety of reading strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers Principal Instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Coach Salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,639</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 3:</b> Math Instructional Coach</p> <p><b>Strategy's Expected Result/Impact:</b> Provide assistance to teachers in the area of numeracy</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Coach salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,276</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			



<p><b>Strategy 4:</b> Response to Intervention/Tutoring will be provided as a targeted small group intervention to students with academic deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies</p> <p><b>Staff Responsible for Monitoring:</b> Teaching staff Counselor Instructional Coach Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> coach salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,639, tutors - Title 1 Part A - 21111611867109030000 - \$651</p>	Formative Reviews		
	Nov	Feb	May
<p><b>Strategy 5:</b> Differentiated instruction that involves student lead learning through PBL practices, STEAM, and Makerspace.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in interest areas and at higher cognitive levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching Staff Makerspace instructors Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> flexible seating - Title 1 Part A - 21111639800109130000 - \$8,299, supplies - Title 1 Part A - 21161629900109130215 - \$4,000</p>	Formative Reviews		
	Nov	Feb	May
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** In grades 1-5, 99% of students will be promoted, on the campus retention report, to the following grade by May 2021.







**Evaluation Data Sources:** Campus retention report 2020 - 2021

<p><b>Strategy 1:</b> School-wide RTI time Response to Intervention will be provided as a targeted small group intervention to students with academic deficits. <b>Strategy's Expected Result/Impact:</b> scientific learning, IStation, Prodigy math, and small group differentiated instruction will be utilized. <b>Staff Responsible for Monitoring:</b> Administrator All teaching staff Instructional coaches <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> coach salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,639, tutor - Title 1 Part A - 21111611800109030000 - \$651</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Not Funded, - Title 1 Part A</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> Campus will conduct a parent engagement event involving literacy. <b>Strategy's Expected Result/Impact:</b> Improve literacy <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> PFE supplies - Title 1 Part A - 21161639900109030215 - \$823, PFE snacks - Title 1 Part A - 21161649900109030215 - \$250</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** 100% of students will participate in higher education learning activities by the spring of 2021.







**Evaluation Data Sources:** counselor and teacher lesson plans

<p><b>Strategy 1:</b> Provide hands on learning through Project -based learning and makerspace, STEAM activities that extend learning to higher levels of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiation of instruction that provides real-world application and allows students to have choice in creating projects</p> <p><b>Staff Responsible for Monitoring:</b> Administrator All teaching staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> Parent PBL Showcase - Title 1 Part A - 211 61 6399 00 109 8 30 215, Refreshment for parent showcase - Title 1 Part A - 211 61 6499 00 109 8 30 215</p>	Formative Reviews		
	Nov	Feb	May
	 50%	 60%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Connect high school to career and college.

**Performance Objective 3:** Increase student awareness, by 50%, of post-secondary opportunities by providing at least 2 college and career awareness activities through PBL's completed at each grade level in the fall and spring semester.

**Evaluation Data Sources:** PBL lesson plans

<b>Strategy 1:</b> Provide opportunities for students to work with community on projects. <b>Strategy's Expected Result/Impact:</b> Awareness of career opportunities in the community. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 60%	 65%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools

**Performance Objective 1:** Increase school provided family engagement through PBL presentations and expos. In 2020-2021, Fain will host a reading parent night and a PBL expo to increase parent awareness on reading and PBL.







**Evaluation Data Sources:** Parent sign in sheets and agendas

<p><b>Strategy 1:</b> Each grade will be responsible for projects in the fall and spring semester which will incorporate family and community presentations and expos.</p> <p><b>Strategy's Expected Result/Impact:</b> PBL strategies</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> PFE supplies - Title 1 Part A - 21161639900109030215 - \$986, PFE snacks - Title 1 Part A - 211649900109030215 - \$150</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> Fain will host an PBL expo in January.</p> <p><b>Strategy's Expected Result/Impact:</b> Presentation of PBL projects.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Parent Involvement - Title 1 Part A - 21161639900109030215 - \$986, Food for Parent Involvement - Title 1 Part A - 21161649900109030215 - \$150</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> Campus will conduct a parent engagement event involving literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve literacy</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> PFE supplies - Title 1 Part A - 21161639900109030215 - \$986, PFE Snacks - Title 1 Part A - 21161649900109030215 - \$150</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Improve low performing schools

**Performance Objective 2:** Increase the overall attendance rate to 96% by the end of the school year in 2021.

**Evaluation Data Sources:** Skyward data

<p><b>Strategy 1:</b> Staff will monitor monthly attendance of students and will contact parents when students are absent and set up meetings as necessary.</p> <p>*Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p><b>Strategy's Expected Result/Impact:</b> SART meetings parent contact</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 2:</b> *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p><b>Staff Responsible for Monitoring:</b> Principal PE Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
<p><b>Strategy 3:</b> *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
			
			


**Strategy 4:** \*Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.

**Staff Responsible for Monitoring:** Principal


**Title I Schoolwide Elements:** 2.4


**Funding Sources:** - Not Funded

**Formative Reviews**

Nov	Feb	May
	 50%	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4: Improve low performing schools**

**Performance Objective 3:** Provide school-wide RTI time to provide tiered intervention in reading and math for students based on weekly progress monitoring from teachers, IStation Reports, MAPS Reports, and District benchmarks, Running Records, Unit Assessments, and Interim STAAR results. Progress will be monitored weekly and end of year assessments will measure progress in May of 2021.

**Evaluation Data Sources:** Weekly progress monitoring

<p><b>Strategy 1:</b> RTI will be provided daily. Small groups will be adjusted according to weekly progress monitoring, Unit tests, STAAR, and IStation reports</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated small group instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Counselor Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Coach salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,276, tutors - Title 1 Part A - 21111611867109030000 - \$651</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring, and accelerated instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> coach salaries - Title 1 Part A - 21111611900109030000 - \$69,900, benefits - Title 1 Part A - 21111614200109030000 - \$12,639, tutors - Title 1 Part A - 21111611867109030000 - \$651</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 4:</b> *SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> tutors - SCE - 19911611867109030000 - \$5,700</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



# State Compensatory

## Personnel for Fain Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Stephainie	Covid Aide	School Wide	.100
Chavez, Daniele	Aide	School Wide	.90
Colemere, Allison	Instructional Coach: Reading	School Wide	.60
Ortega, Patricia	Aide	School Wide	.90
Spray, Tamara	Instructional Coach: Math	School Wide	.60
Vacant	Aide	COVID CARE	.100

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Campus Needs Assessment complete by SBDM

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Strategies were developed by the SBDM and regularly reviewed. They were approved at the August meeting and reviewed mid year and at the end of the year.

### **2.2: Regular monitoring and revision**

Plans were reviewed mid year and at the end of the year and changes were made and approved by the SBDM and changed in P4L.

### **2.3: Available to parents and community in an understandable format and language**

Plans were posted on the school website in Spanish and English.

### **2.4: Opportunities for all children to meet State standards**

See strategies below:

### **2.5: Increased learning time and well-rounded education**

See strategies below:

### **2.6: Address needs of all students, particularly at-risk**

See strategies below:

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

See strategies below:

### **3.2: Offer flexible number of parent involvement meetings**

See strategies below:

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Colemere, Alison	Instructional Coach: Reading	School Wide	.40
Spray, Tamara	Instructional Coach: Math	School Wide	.40

# 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Long Carissa	AMPE
Classroom Teacher	Traci Fowler	PK
Classroom Teacher	Chelsie Friemel	5th
Classroom Teacher	Jordan Ealy	K
Classroom Teacher	Kiley Berend	4th
Classroom Teacher	Makenzie Kelly	1st
Business Representative	Helen Lunn	community
Community Representative	Connie Parnell	
Parent	Daniele Chavez	parent
District-level Professional	Kelly Strenski	district
Administrator	Clarisa Richie	admin.
Classroom Teacher	Sherri Webb	Intervention
Classroom Teacher	Rebecca Venzor	2nd Grade
Classroom Teacher	Morgan Leverenz	3rd Grade

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches	21111611900109030000	\$0.00
2	1	2	Leveled reading material	211 11 6329 00 109 8 30 000	\$0.00
2	1	4	tutors	211 11 6118 67 109 8 30 000	\$4,500.00
2	1	4	Instructional coach salaries	21111611900109030000	\$66,192.00
2	1	4	Benefits	21111614200109030000	\$12,639.00
2	1	5	Pebble Go for differentiated research for lower grades	211 11 6248 00 109 9 30 000	\$0.00
2	1	5	supplies/computers/equipment	211 11 6399 00 109 8 30 000	\$0.00
2	1	5	online service/maint agreement		\$0.00
2	2	2	Coach Salaries	2111161190030000	\$69,900.00
2	2	2	benefits	21111614200109030000	\$12,276.00
2	2	4	tutoring	21111611867109130000	\$4,500.00
2	3	2	Coach Salaries	21111611900109030000	\$69,900.00
2	3	2	benefits	21111614200109030000	\$12,639.00
2	3	3	Coach salaries	21111611900109030000	\$69,900.00
2	3	3	benefits	21111614200109030000	\$12,276.00
2	3	4	coach salaries	21111611900109030000	\$69,900.00
2	3	4	benefits	21111614200109030000	\$12,639.00
2	3	4	tutors	21111611867109030000	\$651.00
2	3	5	flexible seating	21111639800109130000	\$8,299.00
2	3	5	supplies	21161629900109130215	\$4,000.00
3	1	1	coach salaries	21111611900109030000	\$69,900.00
3	1	1	benefits	21111614200109030000	\$12,639.00
3	1	1	tutor	21111611800109030000	\$651.00
3	1	2			\$0.00
3	1	3	PFE supplies	21161639900109030215	\$823.00
3	1	3	PFE snacks	21161649900109030215	\$250.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Parent PBL Showcase	211 61 6399 00 109 8 30 215	\$0.00
3	2	1	Refreshment for parent showcase	211 61 6499 00 109 8 30 215	\$0.00
4	1	1	PFE supplies	21161639900109030215	\$986.00
4	1	1	PFE snacks	211649900109030215	\$150.00
4	1	2	Parent Involvement	21161639900109030215	\$986.00
4	1	2	Food for Parent Involvement	21161649900109030215	\$150.00
4	1	4	PFE supplies	21161639900109030215	\$986.00
4	1	4	PFE Snacks	21161649900109030215	\$150.00
4	3	2	Coach salaries	21111611900109030000	\$69,900.00
4	3	2	benefits	21111614200109030000	\$12,276.00
4	3	2	tutors	21111611867109030000	\$651.00
4	3	3	coach salaries	21111611900109030000	\$69,900.00
4	3	3	benefits	21111614200109030000	\$12,639.00
4	3	3	tutors	21111611867109030000	\$651.00
<b>Sub-Total</b>					\$683,899.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$0.00
2	1	4		199 E 11 6118 63 109 0 30 000	\$5,000.00
2	2	2	Classroom aides		\$41,300.00
2	2	4	tutoring		\$5,000.00
4	3	4	tutors	19911611867109030000	\$5,700.00
<b>Sub-Total</b>					\$57,000.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3	salaries for coach	21111611900109030000	\$0.00
2	2	1			\$0.00
2	2	3			\$0.00

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
2	3	1			\$0.00
3	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$740,899.00



# Addendums

		Account Level	2020-21	2020-21	September	2020-21	2020-21	Encumbered	Unencumbered
FND	T FC OBJ	SO ORG F PI Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
211		ESEA Title I Part A							
E		Expense							
6100		Payroll Costs							
211 E 11 6119 00 109 1 30 000			58,979.00	58,979.00	0.00	0.00	0.00	58,979.00	
211 E -- 61-- -- -- -- --			58,979.00	58,979.00	0.00	0.00	0.00	58,979.00	
6200		Contracted Svc							
211 E 11 6248 00 109 1 30 000			4,900.00	4,900.00	0.00	0.00	3,683.00	1,217.00	
211 E -- 62-- -- -- -- --			4,900.00	4,900.00	0.00	0.00	3,683.00	1,217.00	
6300		Supplies							
211 E 11 6399 00 109 1 30 000		Supplies & Materials	12,299.00	12,299.00	0.00	1,363.54	0.00	10,935.46	
211 E 61 6399 00 109 1 30 215		Supplies & Materials/00/Parent	824.00	824.00	0.00	0.00	0.00	824.00	
211 E -- 63-- -- -- -- --			13,123.00	13,123.00	0.00	1,363.54	0.00	11,759.46	
6400		Other Op Costs							
211 E 61 6499 00 109 1 30 215		Other Misc Oper Exp/00/Parent	250.00	250.00	0.00	0.00	0.00	250.00	
211 E -- 64-- -- -- -- --			250.00	250.00	0.00	0.00	0.00	250.00	
211 E -- -- -- -- --			77,252.00	77,252.00	0.00	1,363.54	3,683.00	72,205.46	
211 - -- -- -- --			-77,252.00	-77,252.00	0.00	-1,363.54	-3,683.00	-72,205.46	
<b>Grand Expense Totals</b>			<b>77,252.00</b>	<b>77,252.00</b>	<b>0.00</b>	<b>1,363.54</b>	<b>3,683.00</b>	<b>72,205.46</b>	

Number of Accounts: 5

\*\*\*\*\* End of report \*\*\*\*\*

							Account Level	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F	PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	109	0	30	000					
								Substitutes					
199	E	11	6112	67	109	0	30	000					
								Substitutes-tutorials					
199	E	13	6112	00	109	0	30	000					
								Substitutes-Staff Dev					
199	E	11	6118	00	109	0	30	000					
								Extra Duty-professional					
199	E	11	6118	67	109	0	30	000	5,000.00				5,000.00
								Extra Duty-prof-tutorials					
199	E	11	6329	00	109	0	30	000					
								Reading Materials					
199	E	11	6395	00	109	0	30	000					
								Computer Equipment					
199	E	11	6399	00	109	0	30	000	800.00				800.00
								Supplies					
199	E	11	6399	03	109	0	30	000	4,200.00			4,153.27	46.73
								Supplies & Materials					
199	E	23	6399	00	109	0	30	000					
								Supplies					
199	E	11	6499	00	109	0	30	000					
								Other Misc Oper Expenses					
--- E -- ---- -- 109 - - - - -									10,000.00			4,153.27	5,846.73
									=====			=====	=====
--- - - ---- -- 109 - - - - -									-10,000.00			-4,153.27	-5,846.73
Grand Expense Totals									10,000.00			4,153.27	5,846.73

Number of Accounts: 11

\*\*\*\*\* End of report \*\*\*\*\*