

Wichita Falls Independent School District

Franklin Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Mission Statement

The mission of Ben Franklin Elementary School is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

Vision

The vision of Franklin Elementary is to emotionally, intellectually, creatively, and socially prepare students for a changing world and to develop a life-long desire to learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Franklin Elementary is a large KG-5th grade campus with an enrollment that fluctuates from 485-500 students. We are approximately 40% Hispanic, 52% Economically Disadvantaged, 46% White, 60% At-Risk, 11% English Learners, and 7% African American. 13% of our students receive special education services. Franklin's mobility rate is around 21% and attendance rates are at 96.5%. Our classes average from 18-22 students per homeroom.

Demographics Strengths

Campus strengths:

Campus culture: Franklin has a lot of traditions and a strong campus culture. Kids are proud to be Franklin Lions, we have very supportive families. Even though the demographics of the school have shifted it is a school where our families are very happy. Efforts with HRS and CKH keep staff and students continually invested in building campus culture.

Data-driven instruction: Teachers know their students and have strong data-tracking systems to monitor their growth. Teachers set high goals for both their grade levels and personal growth goals and are continually monitoring, using formative assessments, and using data to inform instruction. Teachers set goals for “bubble kids” and effectively use Pride Time and other RTI plans to assist kids who fall behind.

Adaptable staff: Teachers are adaptable and adjust to meet the needs of all students, regardless of socioeconomic need, special populations. Teachers differentiate and make adjustments to help students of all groups. Campus has many support systems to help teachers and make sure student needs are met, academically or other student needs. Teachers implement technology and new initiatives, curriculum, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Franklin Elementary does not provide Spanish translation on a consistent basis for important items that are communicated through email, flyers, teacher notes, and parent phone messages. **Root Cause:** Must prioritize planning early and often to communicate with Spanish speaking families.

Student Learning

Student Learning Summary

Franklin's students are progressing, but we are not reaching all campus goals.

Unit Assessment Results for 2019-2020, provide evidence that math continues to be the area of weakness for Franklin Elementary.

Reading levels are an important focus on our campus. When students were dismissed for spring break and COVID-19 occurred in WFISD, this is where our grade-levels were performing:

KG Students - 61% Reading at or above grade-level.

1st Grade - 54% Reading at or above grade-level.

2nd Grade - 51% Reading at or above grade-level.

3rd Grade - 42% Reading at or above grade-level.

4th Grade - 67% Reading at or above grade-level.

5th Grade - 46% Reading at or above grade-level.

2018-2019 STAAR Results

3rd Math - 43% Meets & 20% Masters

3rd Reading - 49% Meets & 38% Masters

4th Math - 37% Meets & 14% Masters

4th Reading - 39% Meets & 21% Masters

5th Science 40% Meets & 16% Masters

5th Math - 1st administration 32% Meets & 14% Masters

5th Reading - 1st administration 40% Meets & 22% Masters

Overall Performance:

18-19 C 70 out of 100 per txschools.gov

17-18 B 80 out of 100 per txschools.gov

Student Learning Strengths

-Reading level goals are a priority.

-Pride Time Intervention block focuses on small-group instruction based on data collected.

-18-19 STAAR Mastery numbers in 3rd and 4th grade reading earned Franklin an ELAR Distinction.

-WFISD & Franklin have worked hard to align our rigor to the state assessments, so that our state and local assessment scores are aligned.

-Lesson plans are meeting all campus mandated requirements and are being checked with fidelity.

Problem Statement 1 (Prioritized): Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.

Problem Statement 2 (Prioritized): Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Students did not make as much progress in 18-19 year, as they did during the 17-18 year.

Problem Statement 3: Franklin scored a D in Domain 3-Closing the Gaps. **Root Cause:** Franklin did not meet the target indicators under academic achievement status, growth status, or student success status.

School Processes & Programs

School Processes & Programs Summary

The Franklin staff has developed the ability to analyze data and apply the information gained to professional development opportunities, lesson planning, small group instruction, and targeting needs throughout the school. CKH has helped by offering common goals and vocabulary for behavior expectations throughout the school. Seidlitz and ASOT have provided continuity with academic skills and lesson expectations. Our staff work on various teams to evaluate effectiveness and continue making progress in areas of need.

School Processes & Programs Strengths

STRENGTHS:

- **Strong grade-level teams**
- **PLC's built in daily schedule**
- **CLT**
- **Data Analysis**
- **HRS**
- **CKH - especially social contracts and common vocabulary**
- **Seidlitz**
- **ASOT**
- **Rooted in Reading**
- **Reading University**

- **After-school clubs - choir, art, lego, Good News, Student Council**
- **School@Home**
- **Instructional Rounds**
- **Lesson Plan expectations**
- **Pride Time**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC's need to be more organized and consistent.. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.

Problem Statement 2: Mentor teachers need more training and guidelines for supporting new teachers. **Root Cause:** Franklin does not have specific or written expectations for mentors.

Perceptions

Perceptions Summary

-Franklin parents receive communication often and through several methods. The campus uses Remind text messages, Parent Link voice messages and emails, DoJo messages, Skyward parent emails, notes in English & Spanish, electronic sign, and mail.

-Bullying reports are taken seriously and handled by teachers, administration and the counselor. Reports are made to appropriate authority to ensure students are safe and secure at school.

-Parent input/feedback about how we are doing as a campus is welcome through surveys, parent comment box, and through regular forms of communication.

-Social media is used to share the positive things that are happening at Franklin by many teachers.

-Parent engagement activities are planned and advertised. Parents are always welcome for lunch visits, walking students to class, and participating as volunteers. However, appropriate security measures are taken in all situations to ensure that all grown-ups are accounted for when visiting our school.

-Students are provided many extra-curricular opportunities through UIL, spelling bee, after school clubs, books club, summer reading club, student council, and choir.

Perceptions Strengths

- **Safety**
- **Communication**
- **Teacher Retention**
- **Use of Voxer for staff communication**
- **Front entry safe and secure for students/families/staff**
- **PIE partners**
- **Family Nights**
- **Movie Nights**
- **Inclusive Campus activities**

- **After-school clubs**
- **Road to College**
- **CKH training**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The yearly average daily attendance remains below 97% **Root Cause:** Attendance incentives were not organized and followed through with last year.

Priority Problem Statements

Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating.

Root Cause 1: Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating.

Root Cause 2: Students did not make as much progress in 18-19 year, as they did during the 17-18 year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLC's need to be more organized and consistent..

Root Cause 3: Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The yearly average daily attendance remains below 97%

Root Cause 4: Attendance incentives were not organized and followed through with last year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Franklin Elementary does not provide Spanish translation on a consistent basis for important items that are communicated through email, flyers, teacher notes, and parent phone messages.

Root Cause 5: Must prioritize planning early and often to communicate with Spanish speaking families.

Problem Statement 5 Areas: Demographics

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate





Goals

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

Performance Objective 1: Retain 95% or more of staff at the end of the 2020-2021 school year.

Evaluation Data Sources: PLC Meeting minutes, Sign-In Sheets, Agendas in Staff Drive , Email correspondence , Presentations

<p>Strategy 1: Each new teacher will be assigned a content area or grade level mentor. Strategy's Expected Result/Impact: New teachers feel supported and improve in planning & teaching skills. Staff Responsible for Monitoring: Administration Mentors Title I Schoolwide Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Strategy's Expected Result/Impact: Campus will maintain Highly Qualified Status for 18-19 school year. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: All Franklin Teachers will participate in Instructional Rounds a minimum of once per semester. Strategy's Expected Result/Impact: Teachers will learn classroom management, classroom strategies, and positive ideas from one another. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Substitute Teachers - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Students will academically improve based on the high quality teacher.</p> <p>Staff Responsible for Monitoring: Superintendent Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: Instructional Coaches will be required to assist all teachers with effective teaching methods and classroom management skills. They will focus specifically in the areas of reading and math, but will support other areas as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will strengthen skills in balanced literacy and guided math that directly impact success in classroom.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches- Salaries & Benefits 60% - SCE - \$89,600</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 7: Increase job-embedded professional development through the use of weekly PLC's, district curriculum support, Region 9 support, and Franklin Instructional Coaches.</p> <p>Increase job-embedded professional development through the continued implementation of Instructional Rounds on campus and virtually.</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Foundation of Numeracy:

On 2021 STAAR assessments, the students will reach a minimum of 50% of the Math Target goals in Domain 3 of Closing the Gaps(Academic Achievement Status); in comparison to meeting only 12.5% of Math Targets on the 2019 Domain 3 STAAR results.

Using EOY Math MAP assessments:

Kindergarten:

The percentage of Kindergarten students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.

1st grade:

The percentage of 1st grade students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.

2nd grade:

The percentage of 2nd grade students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.

3rd grade:

The percentage of 3rd grade students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.

4th grade:

The percentage of 4th grade students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.





5th grade:

The percentage of 5th grade students that score on grade level or above will increase by 15 points from BOY to EOY by May 2021.

Evaluation Data Sources: Spring 2020 STAAR math results for 3rd-5th grade students
MAP Reports Comparing BOY-MOY

<p>Strategy 1: Guided Math</p> <p>Strategy's Expected Result/Impact: Improved math vocabulary knowledge campus wide and improved STAAR results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 2: *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: Accelerated instruction through Pride Time and other small-group instruction will provide remediation for students and improve math skills.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Teachers will utilize math resources and math centers that are available in the Math Resource Room.</p> <p>Strategy's Expected Result/Impact: Math resources will improve math centers and guided math small-group instruction.</p> <p>Staff Responsible for Monitoring: Principal Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: All Franklin Classroom Teachers will use the Seidlitz-7 Steps to a Language-Rich Environment Strategies daily during math instruction.</p> <p>Strategy's Expected Result/Impact: Confidence in Hispanic Students and low performing students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: *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>Strategy's Expected Result/Impact: Tutors will support teachers with small-group instruction to improve students math skills.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Tutors - Title 1 Part A - 211.11.6118.67.112.1.30.000 - \$5,711, Tutors - SCE - 199.11.6118.67.112.0.30.000 - \$3,000, Instructional Coaches-40% - Title 1 Part A - \$59,700, Tutors - Title 1 Part A - 211.11.6118.67.112.0.30.000 - \$8,316.75</p>	Formative Reviews		
	Nov	Feb	May

Strategy 6: *Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative Reviews		
	Nov	Feb	May
Strategy 7: *SCE funds will be used to upgrade & enhance school-wide instructional programs. Additional staff may be provided to support At-Risk Learners. Strategy's Expected Result/Impact: Improved math skills through use of tutoring w/Shافر & Vann, who specifically target at risk math students. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Tutors - Title 1 Part A - 199.11.6118.67.112.0.30.000 - \$3,000, Instructional Aides - SCE - \$38,500	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.</p> <p>Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Students did not make as much progress in 18-19 year, as they did during the 17-18 year.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Foundation for Literacy:

Increase the percentage of KG students reading at a Level C instructional level from 61% at March of 2020 to 90% at EOY May of 2021.

Increase the percentage of 1st grade students at a Level H instructional level from 54% in March of 2020 to 90% at EOY May of 2021.

Increase the percentage of 2nd grade students at a Level O instructional level from 51% in March of 2020 to 90% at EOY May of 2021.



Increase the percentage of 3rd grade students at a Level T instructional level from 42% in March of 2020 to 90% at EOY May of 2021.

Increase the percentage of 4th grade students at a Level W instructional level from 67% in March of 2020 to 90% at EOY May of 2021.

Increase the percentage of 5th grade students at a Level Z instructional level from 46% in March of 2020 to 90% at EOY May of 2021.

Evaluation Data Sources: June 2021 STAAR Summary Reports
 Running Records Submitted to Principal each 9 weeks
 MAP Reading Assessment results

Strategy 1: Balanced Literacy Strategy's Expected Result/Impact: Improved reading levels and comprehension skills. Staff Responsible for Monitoring: Principal Assistant Principal Reading Instruction Coach Curriculum Support Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative Reviews		
	Nov	Feb	May
Strategy 2: Teachers will utilize the Leveled Reader Literacy Room to provide students with literacy at the appropriate levels. Strategy's Expected Result/Impact: Meeting students at their level to support gaining confidence, but also support the growth of reading levels. Staff Responsible for Monitoring: Principal Assistant Principal Reading Instructional Coach Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative Reviews		
	Nov	Feb	May

<p>Strategy 3: Daily Pride Time Intervention Period for 1st-5th Grades</p> <p>Strategy's Expected Result/Impact: Pride Time will ensure that students are grouped according to their needs and receive necessary reading interventions. Groups will be flexible and fluid throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative Reviews		
<p>Strategy 4: Teacher will ensure a specific focus on fluency & comprehension that will be addressed during balanced literacy. Walkthrough visits by administrators will document that instructional strategies are implemented with fidelity. Campus administrators will provide intervention for teachers who are not implementing vocabulary strategies correctly & or w/ fidelity.</p> <p>Strategy's Expected Result/Impact: Higher fluency rates & improved vocabulary and comprehension skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative Reviews		
<p>Strategy 5: *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>Strategy's Expected Result/Impact: At-Risk Students will show growth through support of tutors & resources for reading skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative Reviews		
<p>Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: Growth in results of LEP students in speaking, listening, writing & reading.</p> <p>Staff Responsible for Monitoring: Principal LPAC Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
<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>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.

Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Students did not make as much progress in 18-19 year, as they did during the 17-18 year.





School Processes & Programs

Problem Statement 1: PLC's need to be more organized and consistent. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase 3rd-5th Grade Reading STAAR Scores in the ALL Students group for Masters Grade Level, from 29% in 2019 to 39% in 2021.

Evaluation Data Sources: Spring 2021 STAAR reports

<p>Strategy 1: Data Meetings and PLC Meetings will focus on student data and specifically which students must show growth to reach Mastered Grade Level status. Color coded data spreadsheets will track each assessment including Unit Assessments, interim assessments benchmarks, and reading levels.</p> <p>Strategy's Expected Result/Impact: Productive/quality data focused meetings will ensure teachers have the knowledge & skill to analyze & utilize data to inform small-group instruction for balanced literacy and Pride Time blocks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Pride Time Intervention Block will ensure that students who are near the Masters Grade Level status are targeted for specific interventions through small-group learning opportunities.</p> <p>Strategy's Expected Result/Impact: Ensure that mastery level students maintain this status. Ensure that mastery bubble students reach mastery status.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.</p>

Student Learning

Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Students did not make as much progress in 18-19 year, as they did during the 17-18 year.





School Processes & Programs

Problem Statement 1: PLC's need to be more organized and consistent.. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase 3rd-5th Grade Math STAAR Scores in the ALL Students group for Masters Grade Level, from 17% in 2019 to 27% in 2020.

Evaluation Data Sources: June 2021 STAAR Results

<p>Strategy 1: Data Meetings and PLC Meetings will focus on student data and specifically which students must show growth to reach Mastered Grade Level status. Color coded data spreadsheets will track each assessment including Unit Assessments, interim assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: Productive/quality data focused meetings will ensure teachers have the knowledge & skill to analyze & utilize data to inform small-group instruction for guided math and Pride Time blocks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Pride Time Intervention Block will ensure that students who are near the Masters Grade Level status are targeted for specific interventions through small-group learning opportunities.</p> <p>Strategy's Expected Result/Impact: Ensure that mastery level students maintain this status. Ensure that mastery bubble students reach mastery status.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.</p>

Student Learning

Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Students did not make as much progress in 18-19 year, as they did during the 17-18 year.

School Processes & Programs

Problem Statement 1: PLC's need to be more organized and consistent.. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.

Goal 4: Improve low performing schools.





Performance Objective 1: Increase the overall campus attendance rate from 96% in 2019 to 97% by May 2021.

Evaluation Data Sources: Skyward Attendance Reports, Attendance report card sent monthly from truancy office

<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. 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>Strategy's Expected Result/Impact: Families with chronic attendance problems will use resources and supports and improve attendance of the students.</p> <p>Staff Responsible for Monitoring: Principal Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: *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>Strategy's Expected Result/Impact: Improved attendance, student grades, and student health.</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: *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>Strategy's Expected Result/Impact: Training will provide staff with ability to support students and make school environment a safe place for all students.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 5: *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.</p> <p>Strategy's Expected Result/Impact: Decrease in DAEP placements and a strong partnership between home campus and DAEP campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Improved attendance, academic growth, and campus climate.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 7: 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. SRQ's will be submitted to the Office of State and Federal Programs at least once a month.</p> <p>Strategy's Expected Result/Impact: Successful support of at risk students and families. Improved performance at school for these students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Franklin Elementary does not provide Spanish translation on a consistent basis for important items that are communicated through email, flyers, teacher notes, and parent phone messages. Root Cause: Must prioritize planning early and often to communicate with Spanish speaking families.</p>
Student Learning
<p>Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.</p> <p>Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Students did not make as much progress in 18-19 year, as they did during the 17-18 year.</p>
School Processes & Programs
<p>Problem Statement 1: PLC's need to be more organized and consistent.. Root Cause: Inconsistency in planning and communicating about PLC expectations did not occur on a weekly basis.</p>
Perceptions
<p>Problem Statement 1: The yearly average daily attendance remains below 97% Root Cause: Attendance incentives were not organized and followed through with last year.</p>





Goal 4: Improve low performing schools.

Performance Objective 2: Increase school provided family engagement activities from 6 times per year to 7 times per year by May 2021.

Evaluation Data Sources: Family engagement surveys

<p>Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. The policy will be provided in English & Spanish.</p> <p>Strategy's Expected Result/Impact: Parent input and buy-in to campus decision-making process.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: The campus will host a STEM (Science, Technology, Engineering & Math) event that invites parents and families to participate in the month of January 2021. All advertisement will be provided in English & Spanish.</p> <p>Strategy's Expected Result/Impact: Parents will understand how students use science, technology, engineering and math at school and how that applies to the real world.</p> <p>Staff Responsible for Monitoring: Science/Math Teachers Math Instructional Coach Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies & snacks for event - Title 1 Part A - 211.61.6499.112.1.30.215, Supplies & snacks for event - Title 1 Part A - 211.61.6499.00.112.0.30.215 - \$70.08</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Franklin will host a Parent Engagement Night that includes reading based activities and games for children and families to participate together. Title funds will be used to purchase reading materials and food for this event. All information will be provided to families in English & Spanish.</p> <p>Strategy's Expected Result/Impact: Parents will leave with reading materials to use at home with students.</p> <p>Staff Responsible for Monitoring: Principal Librarian Reading Instructional Coach</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement (supplies) - Title 1 Part A - 211.e.61.6399.00.112.9.30.215, Family Engagement (snacks) - Title 1 Part A - 211.e.61.6499.00.112.9.30.215</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: Franklin will continue the Summer Reading Club. This will occur for a minimum of 5 weeks in the summer. Students will participate in literature based activities, listen to books read by guest readers, check out Franklin library books, and receive free books for their homes.</p> <p>Strategy's Expected Result/Impact: Continued growth in love for reading.</p> <p>Staff Responsible for Monitoring: Principal Librarian</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Supplies for activities - Title 1 Part A - 211.61.6933.00.112.1.30.215 - \$756, Supplies for activities - Title 1 Part A - 211.61.6399.00.112.0.30.215</p>	Formative Reviews		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Franklin Elementary does not provide Spanish translation on a consistent basis for important items that are communicated through email, flyers, teacher notes, and parent phone messages. Root Cause: Must prioritize planning early and often to communicate with Spanish speaking families.</p>
Student Learning
<p>Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. Root Cause: Students did not make as much progress in 18-19 year, as they did during the 17-18 year.</p>

Goal 4: Improve low performing schools.

Performance Objective 3: Students scoring Meets Grade Level Standard or higher in Reading will increase from 45% in 2019 to 48% by 2021.

Students scoring Meets Grade Level Standard or higher in Math will increase from 41% in 2019 to 45% by 2021.

Evaluation Data Sources: STAAR 2021 Results for 3-5

<p>Strategy 1: Purchase and utilize Education Galaxy in the areas of reading in math for F2F & Remote Learners a minimum of 60 minutes per week.</p> <p>Strategy's Expected Result/Impact: Improved reading & math skills and student engagement levels when using chromebooks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211.11.6248.00.112.1.30.000 - \$4,183</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Franklin will purchase new chromebooks to assist in the 1-to-1 device ratio in all grade-levels and ensure students have quality devices to complete assignments and use designated programs.</p> <p>Strategy's Expected Result/Impact: New & updated devices for students to ensure success and quality technology experience.</p> <p>Staff Responsible for Monitoring: Principal Secretary Librarian</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Chromebooks - Title 1 Part A - 211.11.6395.00.112.1.30.000 - \$7,000</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Use paraprofessionals hired for 2020-2021 school year due to COVID-19, to provide teachers time to work with remote students.</p> <p>Strategy's Expected Result/Impact: Remote learners receive teacher time.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: COVID 19 paras - Title 1 Part A - \$40,000</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Franklin scored a C in the Student Achievement Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Only 7% of Hispanic students scored Mastery on a STAAR test. Only 7% of economically disadvantaged students scored Mastery on a STAAR test. Only 1% of special education students scored Mastery on a STAAR test. Only 5% of EL students scored Mastery on a STAAR test.

Problem Statement 2: Franklin scored a D in the School Progress Domain in 2018-2019 STAAR Accountability Rating. **Root Cause:** Students did not make as much progress in 18-19 year, as they did during the 17-18 year.

State Compensatory

Personnel for Franklin Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Alisa	Instructional Coach: Math	School Wide	.60
Galvez, Christi	Aide	COVID CARE	.100
Garcia, Laura	Instructional Coach: Reading	School Wide	.60
Lee, Savanna	Aide	COVID CARE	.100
McFeley, Joilet	Aide	School Wide	.90
McGaha, Alexandra	Aide	School Wide	.90

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted in May of 2019 while we were remote. Staff members were put into teams and participated in *Google Meets* to analyze each area. Group leaders were assigned and given the responsibility of locating appropriate data sources. Results were shared electronically and with the Campus Leadership Team. Group Data from the following areas were used in small groups: principal data presentations, STAAR results, parent surveys, attendance reports, campus assessment results, district assessment results, Eduphoria reports, etc. The groups also used the *Comprehensive Needs Questions to Consider*, to guide the direction of the group. Each group listed strengths and weaknesses for their area and provided a summary of their findings.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The plan is developed by the Campus Leadership Team.

2.2: Regular monitoring and revision

The Campus Leadership Team will conduct formative & summative reviews each semester. If changes are made to the plan, those usually occur after the November formative review.

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

The public information office ensures the plan is available to parents in English and Spanish.

2.4: Opportunities for all children to meet State standards

See strategies below:

- Balanced Literacy
- Guided Math
- Pride Time Intervention Block
- Tutoring
- Education Galaxy
- Small-Group Data Informed Instruction
- Running Records

2.5: Increased learning time and well-rounded education

See strategies below:

- Master Schedule that focuses on large instructional blocks for all grade-levels
- Balancing recess, specials, and lunch times to ensure large blocks of learning
- Balanced Literacy Model
- Guided Math Model
- 45 minute protected Daily intervention time
- New schedule for Remote Learning & F2F learning provides quality learning time for everyone

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

See strategies below:

- MTSS process ensures needs of all are met
- Walkthroughs and follow up by administration
- Support from instructional coaches

- T2 & T3 interventions
- Home visits as needed
- Uniform/clothing support for at risk families
- Power packs for at risk families
- Free breakfast & lunch for all students
- Character ed lessons and small-group sessions with counselor

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

- campus leadership team meets to discuss, revise, and agree on this policy
- spanish translation is completed
- policy is distributed to all parents at the october parent teacher conference

3.2: Offer flexible number of parent involvement meetings

See strategies below:

- this year we are offering reservation only parent nights due to covid 19. we are planning to do 2-3 a semester.
- title 1 parent meeting
- franklin movie nights

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Alisa	Instructional Coach: Math	School Wide	.40
Garcia, Laura	Instructional Coach: Reading	School Wide	.40

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute Teachers		\$0.00
2	1	5	Tutors	211.11.6118.67.112.1.30.000	\$5,711.00
2	1	5	Instructional Coaches-40%		\$59,700.00
2	1	5	Tutors	211.11.6118.67.112.0.30.000	\$8,316.75
2	1	7	Tutors	199.11.6118.67.112.0.30.000	\$3,000.00
4	1	2			\$0.00
4	2	2	Supplies & snacks for event	211.61.6499.112.1.30.215	\$0.00
4	2	2	Supplies & snacks for event	211.61.6499.00.112.0.30.215	\$70.08
4	2	3	Family Engagement (supplies)	211.e.61.6399.00.112.9.30.215	\$0.00
4	2	3	Family Engagement (snacks)	211.e.61.6499.00.112.9.30.215	\$0.00
4	2	4	Supplies for activities	211.61.6933.00.112.1.30.215	\$756.00
4	2	4	Supplies for activities	211.61.6399.00.112.0.30.215	\$0.00
4	3	1	Purchase Education Galaxy	211.11.6248.00.112.1.30.000	\$4,183.00
4	3	2	Chromebooks	211.11.6395.00.112.1.30.000	\$7,000.00
4	3	3	COVID 19 paras		\$40,000.00
Sub-Total					\$128,736.83
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coaches- Salaries & Benefits 60%		\$89,600.00
2	1	5	Tutors	199.11.6118.67.112.0.30.000	\$3,000.00
2	1	7	Instructional Aides		\$38,500.00
Sub-Total					\$131,100.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	6			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$259,836.83

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 6118 67 112 1 30 000		5,711.00	5,711.00	0.00	0.00	0.00	5,711.00
211 E 11 6119 00 112 1 30 000		59,176.00	59,176.00	0.00	0.00	0.00	59,176.00
211 E -- 61-- -- -- -- --		64,887.00	64,887.00	0.00	0.00	0.00	64,887.00
6200	Contracted Svc						
211 E 11 6248 00 112 1 30 000	Maint Cont-Online Svc	500.00	4,183.00	0.00	0.00	3,683.00	500.00
211 E 13 6299 00 112 1 30 000	Other Contracted Services/00/X	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E -- 62-- -- -- -- --		1,500.00	5,183.00	0.00	0.00	3,683.00	1,500.00
6300	Supplies						
211 E 11 6395 00 112 1 30 000	Computer Equipment/	5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
211 E 11 6397 00 112 1 30 000	Software < \$5000	5,000.00	1,317.00	0.00	0.00	0.00	1,317.00
211 E 11 6399 00 112 1 30 000	Supplies & Materials	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 61 6399 00 112 1 30 215	Supplies & Materials/00/Parent	756.00	756.00	0.00	0.00	0.00	756.00
211 E -- 63-- -- -- -- --		11,756.00	8,073.00	0.00	0.00	0.00	8,073.00
6400	Other Op Costs						
211 E 13 6411 00 112 1 30 000	Travel - Staff	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 61 6499 00 112 1 30 215	Other Misc Oper Exp/00/Parent	300.00	300.00	0.00	0.00	0.00	300.00
211 E -- 64-- -- -- -- --		2,300.00	2,300.00	0.00	0.00	0.00	2,300.00
211 E -- -- -- -- --		80,443.00	80,443.00	0.00	0.00	3,683.00	76,760.00
211 - -- -- -- --		-80,443.00	-80,443.00	0.00	0.00	-3,683.00	-76,760.00
Grand Expense Totals		80,443.00	80,443.00	0.00	0.00	3,683.00	76,760.00

Number of Accounts: 10

***** 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	112	0 30 000	Substitutes					
199	E	11	6118	67	112	0 30 000	Extra Duty-prof-tutorials	3,000.00				3,000.00
199	E	11	6297	00	112	0 30 000	Print Shop Services					
199	E	11	6399	00	112	0 30 000	Supplies	6,840.00				6,840.00
199	E	13	6411	00	112	0 30 000	Travel - Staff	2,000.00				2,000.00
--- E -- ---- -- 112 - - - - -								11,840.00				11,840.00
-----								=====				=====
--- - - - ---- -- 112 - - - - -								-11,840.00				-11,840.00
Grand Expense Totals								11,840.00				11,840.00

Number of Accounts: 5

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