

Wichita Falls Independent School District

Southern Hills 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 the Southern Hills team is to ensure high quality instruction in an encouraging environment so that all students reach their highest potential.

Vision

Children are our future. The vision of Southern Hills Elementary is to emotionally, educationally, creatively, and socially prepare students for an ever-changing world and to foster a life-long desire to learn.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Recruit, retain, and support teachers and principals.	13
Goal 2: Build a foundation of literacy and numeracy.	14
Goal 3: Connect high school to career and college.	23
Goal 4: Improve low performing schools.	24
State Compensatory	31
Personnel for Southern Hills Elementary	31
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
1.1: Comprehensive Needs Assessment	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	32
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	33
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	33
3.1: Develop and distribute Parent and Family Engagement Policy	33
3.2: Offer flexible number of parent involvement meetings	33
Title I Personnel	34
Campus Funding Summary	35
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

- 2020-2021 Skyward Data
- Current Enrollment: 433
- Student Demographics:
 - Hispanic: 236 students (55%)
 - African American: 49 students (21%)
 - White: 124 students (29%)
 - Asian: 3 students (<1%)
 - Other: 17 students (4%)
- Economically disadvantaged: 353 students (82%)
- Bilingual: 54 students (12.5%)
- ESL: 88 students (20%) *This includes the Bilingual students*
- At-risk: (67.7%) *The students have not been updated in Skyward as of 9/8 so the % is the same as 19-20 for now.*
- SPED: 62 students (14%)
- Class Size Averages: PK (11.5), K (15), 1st (18), 2nd (13), 3rd (13), 4th (16), 5th (18), LEAP (K-5, 1st-9, 2nd-9), Life Base (2), Bilingual (18)

13 New staff members to the campus for the 2020-2021 year. 4 added positions to the campus this year (ESL aide, BAC teacher, 3rd grade Bilingual, Success Counselor).

Demographics Strengths

Southern Hills Elementary is a Title I PK-5 campus. We have an active PTC group that meets monthly, along with a large group of PIE partners that contribute to various needs of our campus. 10 CEC students are coming to work with our students during the school year. Southern Hills is a campus with a family like, collaborative environment where we strive to meet the needs of all learners. Staff are included in the development and implementation of the improvement process on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from math screeners, TxKEA, MAP, district unit assessments, running records, additional summative assessments and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes. The MTSS committee meets and evaluates student progress to determine whether students need to move through the tiers, need additional testing, if the the interventions are working or need to be changed, etc.

Due to COVID 19 and school being closed for an extended period of time, end of the year testing did not occur and we do not have accurate data to use to diagnose student performance that we would normally use. Therefore, we will be continuing our goals from the previous year and implementing the same systems that were in place to increase student performance. It will be even more critical to work with students to increase their math and literacy skills due to them missing a large amount of instruction during the 2020-2021 school year.

Student Learning Strengths

Data driven instruction will continue to be implemented this year to focus on student achievement. Focus will be on all students reaching approaches level. Focus for all students to be reading on grade level and teachers to be consistently measuring running records with fidelity. We will continue to focus on the WIG for 1st grade. We have hired a bilingual aide that will assist with the K-3 bilingual classes so that we can focus on assisting those students each day. Our master schedule has also been altered to allow for a built in PLC time for each grade level 1 day per week to allow for data assessment and planning with the instructional coaches. During this time of planning, students will be working on passion projects and college/career readiness skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are leaving Kinder-2nd with gaps in reading levels. **Root Cause:** Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.

Problem Statement 2 (Prioritized): Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

Problem Statement 3 (Prioritized): The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should.

Root Cause: Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.

School Processes & Programs

School Processes & Programs Summary

Instructional coaches are available to assist with classroom teachers: with curriculum, instruction, technology, etc. Our district HR department works diligently to recruit needed staff members and make those candidates available to us through the Talent Ed recruiting software program. The professional development and resources needed are numerous and vary based on the services that educators provide. The needs are identified by conferencing personally with teachers.

The WFISD curriculum is aligned with the TEKS, ELPS and College Career Readiness Standards through the Scope and Sequence from TEKS Resource System. Unit tests are used to measure student achievement. Tests are made by curriculum specialists which are aligned with the IFD and cover specified TEKS. The results are used to show areas that may need to be retaught and students that need extra help to achieve mastery. The assessments are tightly aligned with the written and taught curriculum and they include higher order thinking and multi-step processing problems.

Differentiation and scaffolding are implemented through the use of research based strategies. These strategies include using hands on activities, manipulatives, and small group instruction. Professional learning communities consist of grade level teachers, principal, assistant principal, counselor, instructional coaches and special education teachers. Vertical planning teams will also meet monthly to discuss curriculum alignment and implementation. Student progress is reviewed and struggling learners are targeted. When students are not showing progress, interventions are put into place, parents are contacted, skills are analyzed and assessed in order to develop a plan of intervention. Both teachers and students participate in goal setting to increase student performance and students are encouraged to monitor their own academic progress. Content and language objectives are communicated through the "We will" and "I can" statements.

The master schedule is being changed to incorporate weekly PLC times for each grade level in order to effectively plan for student success and allow for data meetings as well.

School Processes & Programs Strengths

The curriculum adopted by the district (TEKS RS) is accessible for teachers. Curriculum specialists at the district level are able to assist teachers in all content areas. In addition to campus administrators, our campus instructional reading and math coaches are available to assist daily with curriculum needs and questions.

Students with chronic absences this year will be referred to an attendance committee that will be making home visits in order to promote campus communication in order to work with families and better support our students.

More staff have been added in order to allow for small group instruction. We also purchased 100 chromebooks to allow for more 1-1 instruction and station work for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are leaving Kinder-2nd with gaps in reading levels. **Root Cause:** Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.

Problem Statement 2 (Prioritized): The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should. **Root Cause:** Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.

Problem Statement 3 (Prioritized): Lack of parental and community involvement. **Root Cause:** Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.

Perceptions

Perceptions Summary

There are support systems in place for students who are new to Southern Hills including grade level numbers on pods and maps in the classroom. We have implemented Capturing Kids Hearts and character education to increase appropriate behavior and reduce the threat of bullying, as well as a campus wide discipline plan with set consequences for inappropriate behavior. To promote safety our campus regularly practices drills, all visitors and staff wear name badges and sign into the office before entering the building, and outside doors are kept locked. Southern Hills has many activities for students to participate in including after school clubs, UIL, Panther TV and student council.

Perceptions Strengths

An effective character ed program is incorporated in each classroom. Students are taught meaningful lessons by the school counselor through the use of a Character education program. A specific trait will be displayed on the bulletin board that is viewed by the entire school community and learners will focus on the different character traits throughout the year. Southern Hills is working to transform the school culture, reduce discipline referrals, increase academic achievement for all learners, help students be productive citizens within the classroom. We have also added the position of a Success Counselor on campus to assist with working with our At Risk population of students and our parents in order to increase student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should.

Root Cause: Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.

Problem Statement 2 (Prioritized): Lack of parental and community involvement. **Root Cause:** Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.

Priority Problem Statements

Problem Statement 1: Students are leaving Kinder-2nd with gaps in reading levels.

Root Cause 1: Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful.

Root Cause 2: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Lack of parental and community involvement.

Root Cause 3: Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should.

Root Cause 4: Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback





Goals

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

Performance Objective 1: Decrease teacher/staff turnover rate from 18% in 2019-2020 to 10% for 2020-2021 school year.

Evaluation Data Sources: 2020-2021 WFISD Staffing Information

- Resignation/retirement letters
- New Teacher Academy Agenda
- New Teacher Academy Sign In Sheets
- New Staff Survey and Results

<p>Strategy 1: New teacher academy for teachers, support from instructional coaches and curriculum for new teachers.</p> <p>Strategy's Expected Result/Impact: New teachers planning and teaching skills will improve.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year. All teachers in year 0-1 will be assigned a mentor teacher on campus. Monthly Q&A sessions will be held for staff new to Southern Hills to answer questions by the Leadership team.</p> <p>*Professional development will be provided for all staff. It will be designed to support improved student achievement.</p> <p>To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Staff will gain additional knowledge and their teaching practices will improve</p> <p>Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; District Curriculum Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Region 9 ESC Services - Title 1 Part A - \$1,000, Professional Development - Registration cost - Title 1 Part A - \$1,000, Travel Expenses for teacher PD - Title 1 Part A - \$2,500</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in all areas by highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 80% of all students in KG will be on grade level on TXKEA by the end of the school year.

Evaluation Data Sources: TXKEA Report

<p>Strategy 1: Continue to implement Balanced Literacy from Kindergarten through 5th grade.</p> <p>Teachers will create a literacy rich environment and conduct regular running records.</p> <p>*Title & 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: Increase in student reading competency.</p> <p>Staff Responsible for Monitoring: Instructional Reading Coach Principal Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Paraprofessional Salaries - SCE - \$59,850, Pre-K Salaries - SCE - \$77,336, Instructional Reading Materials - Title 1 Part A - \$7,882</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: A data wall will be constructed to track student progress on MAP scores throughout the year. This will aid teachers in tracking their student's progress and what areas need to be targeted.</p> <p>Strategy's Expected Result/Impact: Targeted focus on areas of improvement. Increased student performance.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>
Student Learning
<p>Problem Statement 1: Students are leaving Kinder-2nd with gaps in reading levels. Root Cause: Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.</p>

Student Learning

Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

School Processes & Programs







Problem Statement 1: Students are leaving Kinder-2nd with gaps in reading levels. **Root Cause:** Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 90% of all 1st and 2nd graders will be reading on grade level MAP Fluency by the end of the school year.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth, MAP Fluency, Running Records, Really Great Reading

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 1: Implementation of various reading strategies to increase reading abilities of 1st graders.</p> <p>Headphones with microphones will be purchased for students to utilize with MAP Fluency testing and balanced literacy technology integrated activities. Webcams for teacher computers, as well as dual screen monitors and needed equipment will be purchased for the use of proctoring MAP assessments for virtual students.</p> <p>We will also purchase other technology based materials, including Education Galaxy, as the district approves them to use for monitoring the implementation of programs to increase reading fluency and comprehension of students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2020-2021 school year, 90% of 1st graders will be reading on grade level, as determined by district level indicator.</p> <p>Staff Responsible for Monitoring: 1st grade teachers, instructional coaches, campus administrators, district level curriculum staff.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Headphones with microphones for MAP Fluency testing - Title 1 Part A, Webcams for MAP test proctoring - Title 1 Part A, Dual screen monitor equipment for MAP test proctoring of virtual students - Title 1 Part A</p>	 55%		
<p>Strategy 2: Substitutes will be provided for teachers to support students, assess student learning and attend professional development.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance which in turn will have an impact on student literacy and numeracy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Substitute Teacher pay - Title 1 Part A - \$7,000</p>	 40%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>

Student Learning





Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 80% of students in grades 3-5 will perform on grade level, as determined by MAP testing by the end of the 20-21 school year.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth (Math and Reading), MAP Fluency (Reading)

<p>Strategy 1: BOY, MOY and EOY MAP testing, as well as analyzing the data for students for Math and Reading.</p> <p>Strategy's Expected Result/Impact: Increase of students grade level and RIT scores.</p> <p>Staff Responsible for Monitoring: Teachers, campus administrators, instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Tutoring - Title 1 Part A - \$5,000, Busing for students to attend tutorials - Title 1 Part A - \$1,500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: A math instructional coach will be provided to all math teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support math teaching and learning. In addition, the coach will work with students during MTSS.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased teacher quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Math Instructional Coach salary - SCE - \$37,086, Math Instructional Coach salary - Title 1 Part A - \$24,724</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: A reading instructional coach will be provided to all reading teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support reading teaching and learning. In addition, the coach will assist the campus with RTI.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased teacher quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Instructional Coaches (60%) - SCE - \$75,688, Instructional Coaches (40%) - Title 1 Part A - \$50,546</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Panther Time (RTI) will be implemented to provide intensive interventions to identify students in of accelerated instruction based on BOY screener, as well as unit assessments.</p> <p>Strategy's Expected Result/Impact: Increased scores on district assessments, BOY/MOY/EOY, STAAR tests</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Covid Aides - SCE - \$40,000, Testing and study materials - Title 1 Part A - \$7,500</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 5: Education Galaxy will be purchased to aid in students acquiring the knowledge and skills contained in the TEKS and to meet state performance standards.</p> <p>Strategy's Expected Result/Impact: Increase in students meeting approaches in Domain 1 of the accountability system.</p> <p>Increase in students showing year to year growth as outlined in Domain 2 of the accountability system.</p> <p>Staff Responsible for Monitoring: Principal All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: On-line Service Agreements - Ed. Galaxy - Title 1 Part A - \$3,683</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 6: We will provide small group instruction. *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. We will provide small group intervention scheduled time daily. We will utilize instructional coaches and tutors to provide interventions.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Reading and math instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional Aides - SCE - \$59,900</p>	Formative Reviews		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			







Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>
Student Learning
<p>Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase the number of advanced TELPAS rating scores by 5% in May of 2021.

Evaluation Data Sources: TELPAS results by campus.

<p>Strategy 1: *Title funds shall be utilized to to meet the identified needs of ELL and bilingual students by employing the use of 4 Bilingual teachers and 1 aide.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, LPAC Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Bilingual Teachers Salaries - SCE - \$125,103</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: *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: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal LPAC Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>
Student Learning
<p>Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. Root Cause: Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.</p>
School Processes & Programs
<p>Problem Statement 3: Lack of parental and community involvement. Root Cause: Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.</p>


Perceptions


Problem Statement 2: Lack of parental and community involvement. **Root Cause:** Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.


Goal 2: Build a foundation of literacy and numeracy.


Performance Objective 5: Maintain a 95% + Attendance rate for 2020-2021 school year.


Evaluation Data Sources: Monthly/Yearly attendance reports

<p>Strategy 1: The attendance clerk will work with the AP to evaluate monthly reports for any student with attendance issues. Student incentives will be given for each 9 weeks and semester to recognize students with perfect attendance for that time period.</p> <p>Strategy's Expected Result/Impact: Increased achievement due to greater attendance (time on task)</p> <p>Staff Responsible for Monitoring: AP, Attendance Clerk, Awards Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Student achievement rewards for attendance - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
	 0%		

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by offering at least 3 college and career awareness activities by the end of the 2020-2021 school year.

Evaluation Data Sources: Flyers
Agendas
Photos
Student Surveys








<p>Strategy 1: Make students aware of post-secondary opportunities through: wearing college shirts on Wednesdays, staff displaying college degrees and teaching certificates in classrooms, and bulletins boards displaying post-secondary opportunities. Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: 5th grade students will be provided interest inventories and job related discussions at various points throughout the school year, including Road to College in the spring. Strategy's Expected Result/Impact: Increased knowledge for students about higher education and post high school options. Staff Responsible for Monitoring: Counselor, 5th Grade Teachers Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: 100 % of grade level content teachers will meet with instructional coaches monthly to plan lessons.

Evaluation Data Sources: Benchmarks

- Unit Tests District Tests
- PLC Meeting Minutes
- PLC Meeting Agendas
- Sign-In Sheets
- MAP Reports
- Scientific Learning Data

<p>Strategy 1: Consistent grade level PLC meetings with agendas and minutes documented. Productive use of time for calibrating running records, collaborating on data binders, and communication of student information.</p> <p>Data will be collected and displayed for disaggregation. Data wall in central location will be done to keep track of student success.</p> <p>Strategy's Expected Result/Impact: Student achievement data will indicate an increase in performance.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Data Wall Resources - Title 1 Part A - \$500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Various PLC meetings (grade level, department, vertical alignment, and MTSS) to address various student needs on campus. 2 Instructional coaches will run these PLC meetings and meet with teachers frequently in order to give teachers frequent feedback, as well as plan with teachers in order to create data driven classrooms with research based instructional models.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Instructional coaches, campus administrators, counselor.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: The campus will monitor students who are identified at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: MTSS meeting information</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.

Student Learning

Problem Statement 1: Students are leaving Kinder-2nd with gaps in reading levels. **Root Cause:** Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.

Problem Statement 2: Economically disadvantaged students make up 82% of the population and do not have the necessary academic background knowledge needed to be successful. **Root Cause:** Students entering the classroom lack the background knowledge and academic base skills needed to be as successful as their peers. It is necessary to provide adequate support for these students to close the gaps that exist in their academic knowledge.




School Processes & Programs


Problem Statement 1: Students are leaving Kinder-2nd with gaps in reading levels. **Root Cause:** Lack of fidelity regarding Balanced Literacy implementation and how running records are conducted to determine reading levels.





Goal 4: Improve low performing schools.

Performance Objective 2: Increase parent and family participation at school events by 10% this school year.

Evaluation Data Sources: Sign-in sheets 2020-2021 vs 2019-2020.

<p>Strategy 1: Promote school events in a variety of ways, as well as offer various ways for parents to be involved. Promote by using Facebook, ParentLink, displaying posters at school in English and Spanish, newsletters sent home, Dojo & Remind messages.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents/guardians of students by 10%.</p> <p>Staff Responsible for Monitoring: Teachers, campus leadership team.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Contracted Services - Title 1 Part A - \$175, Supplies - Title 1 Part A - \$1,230, Snacks for PFE events - Title 1 Part A - \$150</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Implement a Fall literacy event to support parents with literacy strategies that can be incorporated at home to extend student learning for ALL students</p> <p>Strategy's Expected Result/Impact: Increased home-school connection. Increased parental involvement. Increased reading practice at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Reading Instructional Coach</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: 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 submitted to the State and Federal Programs Office monthly.</p> <p>Strategy's Expected Result/Impact: Expected result: Increased resources made available for students who need them.</p> <p>Staff Responsible for Monitoring: Counselor, Homeless Liason, Success Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			

Strategy 4: Implement a Spring math event to support parents with math strategies that can be incorporated at home to extend student learning for ALL students Strategy's Expected Result/Impact: Increased home-school connection. Increased parental involvement. Increased math practice at home. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math Instructional Coach Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math	Formative Reviews		
	Nov	Feb	May
	 0%		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue




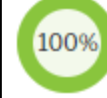






Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Lack of parental and community involvement. Root Cause: Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.
Perceptions
Problem Statement 2: Lack of parental and community involvement. Root Cause: Inconsistency of communication, high population of working parents that work shifts (these may not allow them to attend school events), large percentage of parents who do not have English as their primary language.

Goal 4: Improve low performing schools.

Performance Objective 3: Have low student numbers requiring summer school for SSI of < 5% of the grade level for summer of 2021 in each subject.







Evaluation Data Sources: Statement of Concerns and SSI Grade Placement Paperwork, SSI summer school lists and scores.

<p>Strategy 1: Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, Hot Topics and anti-violence techniques as applicable to grade level/students.</p> <p>Strategy's Expected Result/Impact: Training completion report, HR report of new staff completing child abuse training</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that student needs are being met. Student progress, while assigned to DAEP and County Detention will be monitored. Students at County Detention will be administered pre and post-test before transitioning back to campus.</p> <p>Strategy's Expected Result/Impact: Smooth transition from DAEP back to campus</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: School Health strategies will include the fitness gram in physical education. The fitness gram is required yearly to monitor flexibility and cardio health.</p> <p>Strategy's Expected Result/Impact: Fitness Gram Results</p> <p>Staff Responsible for Monitoring: PE teacher</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: 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, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 4: Implement a consistent discipline management system campus wide.

Evaluation Data Sources: Discipline records from Skyward, student behavior logs, ISS records, data from campus counselors.

<p>Strategy 1: Monthly Capturing Kids Heart goal to implement campus wide. Strategy's Expected Result/Impact: Increasing positive campus culture. Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 2 - Perceptions 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Create Restorative Discipline space for students . Strategy's Expected Result/Impact: Decrease the needed time that students spend in ISS, as well as decrease office referrals. Counselors work with students to teach them coping skills and alternative methods to deal with their behaviors. Staff Responsible for Monitoring: Guidance and success counselor. Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Ipads for student use during de-escalation - Title 1 Part A, Student Success Counselor- Salaries & Benefits - SCE - \$73,800, Restorative Discipline Curriculum - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should. Root Cause: Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.</p>
School Processes & Programs
<p>Problem Statement 2: The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should. Root Cause: Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.</p>

Perceptions

Problem Statement 1: The number of discipline referrals has remained constant for the past 2 years. We are not seeing a decrease in the numbers as we should. **Root Cause:** Lack of campus wide discipline model, as well as not implementing relationship building capacity of staff with students. There is also a high at risk population of students that tend to be our repeat offenders of discipline referrals.

State Compensatory

Personnel for Southern Hills Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarado, Leslie	Teacher	School Wide	.50
Bentley, Laura	Teacher	School Wide	.50
Bodmann, Megan	Instructional Coach: Math	School Wide	.60
Carrillo, Maria	Teacher	School Wide	.50
Chon, Frank	Aide	School Wide	.90
Esparza, Darla	Aide	School Wide	.90
Estevez, Jessica	Teacher	School Wide	.50
Finn, Kenda	Student Success Counselor	School Wide	.100
Silva, Jesus	Aide	School Wide	.90
Thomas, Ashley	Instructional Coach: Reading	School Wide	.60
Vacant	Aide	COVID CARE	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Wichita Falls Independent School District (WFISD) engages in the Comprehensive Needs Assessment (CNA) process each year. This process typically begins in the spring semester of the current school year and may extend to the summer months. The CNA process is conducted through the District Advisory Committee (DAC) and is an overall review of the district's processes and resources. The 2020-2021 CNA included a review of questions related to the four multiple measures of data to evaluate the district's needs. The four areas reviewed were: Demographics; Student Achievement; District Processes and Programs; and Perceptions. Subcommittees were created within the DAC and areas assigned to each subcommittee for review and analysis. In answering the questions in each area, the subcommittee members reviewed data from various sources. The subcommittees met during the period March and May. Each subcommittee then presented their findings to the entire DAC on September and the committee agreed upon and approved the needs of the district for the 2020-2021 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Strategies were developed by the SBDM committee and reviewed regularly. They were approved at the beginning of year meeting and have been reviewed mid year.

2.2: Regular monitoring and revision

Plans are reviewed mid year by the SBDM committee and edited in P4L as needed.

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

The Campus Improvement plan is made available to the public through our campus website in English and in Spanish.

2.4: Opportunities for all children to meet State standards

1. All students participate in BOY, MOY and EOY MAP assessments.
2. Tutoring will be provided to students based on MAP scores and district assessments.

2.5: Increased learning time and well-rounded education

During teachers virtual teaching time each day from 2:30-3:30, students work on "genius hour." This time allows them to choose a topic they are interested in and work on a digital project over the course of a semester. Their digital projects will be showcased on one site at the end of each semester for parents to view.

Students have RTI time built into the day (Panther Time) where small group instruction is done.

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

Success counselor assists in MTSS and works with teachers, as well as instructional coaches, to create individualized plans for all students to ensure success of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and modified in a SBDM Team Meeting. The policy will be distributed in English and Spanish at Parent/Teacher conferences in October and will be published in English and Spanish on our campus website.

3.2: Offer flexible number of parent involvement meetings

Southern Hills will be offering parent and family engagement nights that will offer additional times for the content to be covered for parents who are unable to attend. Two of the nights will be Math and Literacy nights.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bodmann, Megan	Instructional Coach: Math	School Wide	.40
Thomas, Ashley	Instructional Coach: Reading	School Wide	.40

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region 9 ESC Services		\$1,000.00
1	1	2	Professional Development - Registration cost		\$1,000.00
1	1	2	Travel Expenses for teacher PD		\$2,500.00
2	1	1	Instructional Reading Materials		\$7,882.00
2	2	1	Headphones with microphones for MAP Fluency testing		\$0.00
2	2	1	Webcams for MAP test proctoring		\$0.00
2	2	1	Dual screen monitor equipment for MAP test proctoring of virtual students		\$0.00
2	2	2	Substitute Teacher pay		\$7,000.00
2	3	1	Tutoring		\$5,000.00
2	3	1	Busing for students to attend tutorials		\$1,500.00
2	3	2	Math Instructional Coach salary		\$24,724.00
2	3	3	Instructional Coaches (40%)		\$50,546.00
2	3	4	Testing and study materials		\$7,500.00
2	3	5	On-line Service Agreements - Ed. Galaxy		\$3,683.00
2	5	1	Student achievement rewards for attendance		\$0.00
4	1	1	Data Wall Resources		\$500.00
4	2	1	Contracted Services		\$175.00
4	2	1	Supplies		\$1,230.00
4	2	1	Snacks for PFE events		\$150.00
4	4	2	Ipads for student use during de-escalation		\$0.00
4	4	2	Restorative Discipline Curriculum		\$0.00
Sub-Total					\$114,390.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Paraprofessional Salaries		\$59,850.00
2	1	1	Pre-K Salaries		\$77,336.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Math Instructional Coach salary		\$37,086.00
2	3	3	Instructional Coaches (60%)		\$75,688.00
2	3	4	Covid Aides		\$40,000.00
2	3	6	Instructional Aides		\$59,900.00
2	4	1	Bilingual Teachers Salaries		\$125,103.00
4	4	2	Student Success Counselor- Salaries & Benefits		\$73,800.00
Sub-Total					\$548,763.00
Grand Total					\$663,153.00

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 6112 00 129 1 30 000						7,500.00	7,500.00	0.00	0.00	0.00	0.00	7,500.00	
211 E 13 6118 00 129 1 30 000						500.00	500.00	0.00	0.00	0.00	0.00	500.00	
211 E 11 6118 67 129 1 30 000						20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	
211 E 11 6119 00 129 1 30 000						50,546.00	50,546.00	0.00	0.00	0.00	0.00	50,546.00	
211 E -- 61-- -- -- -- --						78,546.00	78,546.00	0.00	0.00	0.00	0.00	78,546.00	
6200	Contracted Svc												
211 E 11 6248 00 129 1 30 000						3,500.00	3,500.00	0.00	0.00	0.00	0.00	3,500.00	
211 E 34 6294 67 129 1 30 000						500.00	500.00	0.00	0.00	0.00	0.00	500.00	
211 E 11 6297 00 129 1 30 000						1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	
211 E 11 6299 00 129 1 30 000						3,000.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	
211 E 61 6299 00 129 1 30 215						226.00	226.00	0.00	0.00	0.00	0.00	226.00	
211 E -- 62-- -- -- -- --						8,226.00	8,226.00	0.00	0.00	0.00	0.00	8,226.00	
6300	Supplies												
211 E 11 6329 00 129 1 30 000						8,684.00	8,684.00	0.00	0.00	0.00	0.00	8,684.00	
211 E 11 6339 00 129 1 30 000						1,500.00	1,500.00	0.00	0.00	0.00	0.00	1,500.00	
211 E 11 6395 00 129 1 30 000						10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	
211 E 11 6397 00 129 1 30 000						3,000.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	
211 E 11 6399 00 129 1 30 000						20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	
211 E 61 6399 00 129 1 30 215						1,200.00	1,200.00	0.00	0.00	0.00	0.00	1,200.00	
211 E -- 63-- -- -- -- --						44,384.00	44,384.00	0.00	0.00	0.00	0.00	44,384.00	
6400	Other Op Costs												
211 E 61 6499 00 129 1 30 215						300.00	300.00	0.00	0.00	0.00	0.00	300.00	
211 E -- 64-- -- -- -- --						300.00	300.00	0.00	0.00	0.00	0.00	300.00	
211 E -- -- -- -- --						131,456.00	131,456.00	0.00	0.00	0.00	0.00	131,456.00	
211 - -- -- -- -- --						-131,456.00	-131,456.00	0.00	0.00	0.00	0.00	-131,456.00	
Grand Expense Totals							131,456.00	131,456.00	0.00	0.00	0.00	131,456.00	

FND	T	FC	OBJ	SO	ORG	F	PI	Account Level	2020-21	2020-21	September	2020-21	2020-21	Encumbered	Unencumbered
								Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	

Number of Accounts: 16

***** 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	129	0 30 000	Substitutes					
199	E	13	6112	00	129	0 30 000	Substitutes-Staff Dev					
199	E	11	6118	67	129	0 30 000	Extra Duty-prof-tutorials	5,000.00				5,000.00
199	E	11	6297	00	129	0 30 000	Print Shop Services					
199	E	11	6395	00	129	0 30 000	Computer Equipment					
199	E	11	6396	00	129	0 30 000	Misc Eqmt 1k To <5000					
199	E	11	6399	00	129	0 30 000	Supplies & Materials	11,080.00				11,080.00
--- E ---								16,080.00				16,080.00
-----								=====				=====
--- - - - -								-16,080.00				-16,080.00
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Grand Expense Totals								16,080.00				16,080.00

Number of Accounts: 7

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