

# Fort Worth Independent School District

## 069 McLean 6th Grade Center

### 2023-2024 Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# **Mission Statement**

To provide a safe learning environment for engaging, learner centered quality instruction.

## **Vision**

To foster lifelong learners with skills for growth, as critical thinkers in a safe and inclusive environment.

## **Campus Value Words**

# Vcdng"qh"Eqpvpgpvu

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10



This number does not take into account the number of students that are accepted to the school through the districts transfer enrollment system. Historically, the campus has accepted approximately 50 students. As with many public schools in the state, enrollment in public schools is dropping, for various reasons. As such, our campus will be working to better attract and retain families in our school.

Our of the 378 students that roll over to us, 122 of the students are emerging bilinguals.

McLean 6th grade serves a diverse student body. The largest student group is Hispanic 57.8%, followed by 35.6% White, 3.9% African American.

McLean 6th Grade's population includes: 63% Economically Disadvantaged, 59% At Risk, 30% English Learners, 29% Gifted and Talented, 9% Sped Ed

More than half of the students at McLean 6th are economically disadvantaged, and 30% of the population are second language English learners. McLean 6th grade placed in the top 50% of all schools in Texas for overall test scores (Math proficiency is top 50%, and reading proficiency is top 30%) The student to teacher ratio is approximately 20:1 and is higher than the Texas state level of 15:1

McLean 6th grade employs and retains a highly-qualified and talented staff. Most of the teaching staff has 6-15 years of teaching of experience, and there is very little turnover. Most recently, with the states Teacher Incentive Allotment, Mc6 has 4 teachers that are recognized by the state as being either a Master level or exemplary level teacher. Which means they are highly effective in their content area of either Math or Reading.

### Demographics Strengths

McLean 6th TEA school report card rating for 2022 recieved in A in school progress and a B in the Closing the Gaps. This means that our campus our of the 16 posiable areas that the state measures achivement our campus met or exceed 13 of them. All of our populations of students are being successful and showing more than a years worth of growth when the leave our campus. District level leaders in other districts have contacted me to find out what we are doing to meet this level of success.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Hispanic enrollment in honors level math courses is 42% and reading courses is 43% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th. **Root Cause:** Schools of choice have been recruiting students from feeder campuses and targeted students that would be identified to take Honors level courses.

## **Student Learning**

### **Student Learning Summary**

The Texas accountability system measures both student achievement and student growth on STAAR. Domain III measures the academic progress for state-defined student groups. All students met performance targets for academic growth on the 2022 STAAR test in both reading and math. All student groups met performance targets for academic achievement in Reading. Three student groups did not meet the target for academic achievement in math: English Learners, Economically Disadvantaged, and Hispanic. Additionally, the campus missed the target for academic language proficiency.

### **Student Learning Strengths**

White students are in the 85% percentile on National norm achievement test according to NWEA MAP data in Math and in the 95% percentile in Reading. McLean 6th Grade has a strong Accelerated Math program. Students perform well, and it is one of the reasons parents elect to transfer students to McLean 6th Grade.



discuss planning, teaching, data, student work and engage in PD sessions. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps.

### **Problem Statements Identifying School Processes & Programs Needs**

#### **Problem Statement 1 (Prioritized):**





# Priority Problem Statements

**Problem Statement 1:** 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.

**Root Cause 1:**

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

- Parent surveys and/or other feedback





Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Reward and recognize students for academic success.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Admin</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Collaborating Departments:</b> All departments</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Ron Clark Academy House system App and other resources - SCE (199 PIC 24) - 199-11-6299-001-069-24-273-000000- - \$4,250</p>	Formative			Summative
	Nov	Jan	Mar	

Action Step 3 Details	Reviews
<p><b>Action Step 3:</b> Collaborative planning: lessons, calendar, etc.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Delivery Method:</b></p>	



Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions.</p> <p><b>Intended Audience:</b> Admin, Master Scheduler</p> <p><b>Provider / Presenter / Person Responsible:</b> Sarah Fezio</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Collaborating Departments:</b> ELA, Math</p> <p><b>Delivery Method:</b> In Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Identify students and provide Before School interventions and enrichment.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA, Math teachers, Data Analyst</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Delivery Method:</b> In Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Identify students and provide targeted Saturday intervention camps: EBs, math &amp; reading.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ELA, Math - ntended</p>				

Utilize the PLC Framework systems and processes to improve instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

**Staff Responsible for Monitoring:** Admin, ELA Dept, Math Dept, Data Analyst

**Title I:**

2.5, 2.6

**Problem Statements:** Student Learning 1

<b>Delivery Method:</b> <b>Action Step 1 Details</b> <small>In Person</small>	<b>Reviews</b>			
<b>Action Step 1:</b> Create and utilize common formative and common unit assessments. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin <b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Action Step 2 Details</b>	<b>Reviews</b>			
<b>Action Step 2:</b> Review and analyze student work. <b>Intended Audience:</b> <b>Provider / Presenter / Person Responsible:</b> All year Department Chairs, Admin <b>Date(s) / Timeframe:</b>				
<del><b>Action Step 2 Audience:</b></del> <b>Reviews</b> <b>Action Step 2 Details</b>	<b>Formative</b>			<b>Summative</b>
<del><b>Intended Audience:</b></del> <del><b>Provider / Presenter / Person Responsible:</b></del> All year Department Chairs, Admin <del><b>Date(s) / Timeframe:</b></del>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>June</b>	
<del><b>Delivery Method:</b></del> <b>Reviews</b> <b>Action Step 2 Details</b>	<b>Formative</b>			<b>Summative</b>
<del><b>Intended Audience:</b></del> to improve instruction. All year	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>June</b>	





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions.</p> <p><b>Intended Audience:</b> Admin, Master Scheduler</p> <p><b>Provider / Presenter / Person Responsible:</b> Sarah Fezio</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Collaborating Departments:</b> ELA, Math</p> <p><b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b></p>				

<b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Utilize the PLC Framework systems and processes to improve instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

**Staff Responsible for Monitoring:** Admin, ELA Dept, Math Dept, Data Analyst

**Title I:**  
2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews	
<p><b>Action Step 1:</b> Create and utilize common formative and common unit assessments.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin  <b>Date(s) / Timeframe:</b> All year  <b>Delivery Method:</b> In Person</p>	<del>NOA</del>	<b>Formative</b>   <b>Summative</b>
	Nov	

Action Step 3 Details	Reviews
<p><b>Action Step 3:</b> Collaborative planning: lessons, calendar, etc.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Delivery Method:</b></p>	



Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Evaluation Data Sources:** STAAR, STAAR Interim assessments or district benchmarks

Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

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**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Staff Responsible for Monitoring:** Admin, ELA Dept, Math Dept, Data Analyst

**Title I:**

2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create and utilize common formative and common unit assessments. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin <b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Review and analyze student work. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin <b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Collaborative planning: lessons, calendar, etc. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Department Chairs, Admin <b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Model lessons to improve instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ELA and/or Math teachers <b>Date(s) / Timeframe:</b> All year <b>Delivery Method:</b> In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Problem Statement 1:** 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. **Root Cause:**



**Problem Statements:** Student Learning 1

**Problem Statement 1:** 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. **Root Cause:** Use of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Evaluation Data Sources:** STAAR, STAAR interim assessments

Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Staff Responsible for Monitoring:** All teachers, Data Analyst

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Utilize the PLC Framework systems and processes to improve instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

**Staff Responsible for Monitoring:** Admin, ELA Dept, Math Dept, Data Analyst

**Title I:**





2.5, 2.6

**Problem Statements:** Student Learning 1

**Problem Statement 1:** 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. **Root Cause:** Use of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.





Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Recognize students for improved attendance during a six weeks. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Cabrera, House Leaders <b>Date(s) / Timeframe:</b> Once per six weeks <b>Collaborating Departments:</b> Houses <b>Delivery Method:</b> In Person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Reporting cycle SART meetings <b>Intended Audience:</b> Parent <b>Provider / Presenter / Person Responsible:</b> Parent, Admin, Stay in School Coordinator <b>Date(s) / Timeframe:</b> Once per six weeks <b>Collaborating Departments:</b> Student Retention	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

Daily absentee report will be printed daily after ADA and Family engagement Specialist will call home for every student that below 90% or close to below 90%

**Strategy's Expected Result/Impact:** Student attendance will improve and we will have less chronically absent students

**Staff Responsible for Monitoring:** Veronica Lopez, Natalie Cabrera and Karen Brown

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews	
<b>Action Step 1:</b> Family engagement Specialist will call home for every student that below 90% or close to below 90% <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Attendance clerk <b>Date(s) / Timeframe:</b> Daily <b>Delivery Method:</b> Phone	<b>Formative</b>	
	<b>Summative</b>	





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024.

**Evaluation Data Sources:** Cycle Reports





Utilize Positive Behavior Reinforcement Strategies

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

**Staff Responsible for Monitoring:** McCloud, Gilbreath, Royal

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Train teachers and staff on how to use Branching Minds <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> MTSS Specialist <b>Date(s) / Timeframe:</b> Yearly and as needed <b>Collaborating Departments:</b> MTSS	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct Restorative Practices training with faculty and staff <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> MTSS/Restorative Practices department <b>Date(s) / Timeframe:</b>				

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Conduct weekly check-ins with At Risk students <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Gilbreath, Royal <b>Date(s) / Timeframe:</b> weekly as needed <b>Collaborating Departments:</b> Counseling <b>Delivery Method:</b> in person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Restorative Practices Professional Development will take place with a targeted team and teachers for on-going support <b>Intended Audience:</b> Students and staff on the "Changelings" team <b>Provider / Presenter / Person Responsible:</b> Restorative Practices Department - T. Harkowa <b>Date(s) / Timeframe:</b> September - May 2023 <b>Delivery Method:</b> In person on going through out the school year.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





Utilize progressive discipline practices.

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

**Staff Responsible for Monitoring:** admin team, Gilbreath, Royal

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Train teachers on a campus wide discipline protocol <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> McCloud <b>Date(s) / Timeframe:</b> yearly <b>Delivery Method:</b> In person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Follow discipline procedures outlined in the Student Code of Conduct <b>Intended Audience:</b> Students, Teachers, Admin <b>Provider / Presenter / Person Responsible:</b> Admin team <b>Date(s) / Timeframe:</b> ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

<p><b>Problem Statement 2:</b> 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading. <b>Root Cause:</b> Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.</p>
<p><b>Problem Statement 1:</b> ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading <b>Root Cause:</b> Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.</p>

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

<b>Action Step 3 Details</b>	<b>Reviews</b>
<p><b>Action Step 3:</b> Incorporate Parent Educator Programs - such as Raising highly Capable kids - This is a 13 week program and Restorative practices for families</p> <p><b>Intended Audience:</b></p>	



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Students will participate in various activities to teach and engage them in character and personality skills.</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> counselors, house leaders</p> <p><b>Date(s) / Timeframe:</b> 2x per six weeks</p> <p><b>Collaborating Departments:</b> counseling</p> <p><b>Delivery Method:</b> in person during house meetings</p> <p><b>Funding Sources:</b> Career and college materials - CTE (199 PIC 22) - - \$1,679</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Problem Statement 2:** 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading.

# State Compensatory

## Budget for 069 McLean 6th Grade Center

\$4,250.00

0

We don't have programs that are budgeted through these funds

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Fezio	Assess Data Analyst		

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04N-069-30-510-000000-24F10	\$84,472.00
<b>Sub-Total</b>							\$84,472.00
<b>Budgeted Fund Source Amount</b>							\$55,234.78
<b>+/- Difference</b>							<b>-\$29,237.22</b>
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	4	Ron Clark Academy House system App and other resources	Contracted instructional services	199-11-6299-001-069-24-273-000000-	\$4,250.00
<b>Sub-Total</b>							\$4,250.00
<b>Budgeted Fund Source Amount</b>							\$4,250.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Supplies for Parent meetings	Supplies and materials for parental involvement	211-61-6399-04L-069-30-510-000000-24F10	\$1,588.00
<b>Sub-Total</b>							\$1,588.00
<b>Budgeted Fund Source Amount</b>							\$1,588.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00

