

# Big Spring Independent School District

## Marcy Elementary

### 2023-2024 Improvement Plan



# Mission Statement

Recruit and Retain Highly Qualified Staff.

Maintain Integrity and Professionalism at all Times.

Provide a Caring and Safe Environment.

Ensure Instructional Time is Valid.

Provide Ongoing Meaningful Professional Development.

Design and Deliver Relevant and Engaging Instruction.

# Vision

Instill respect and pride in all by empowering our community of learners, staff, and students to unite and commit to educational excellence.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Marcy Elementary is 1 of 4 elementary campuses in the Big Spring Independent School District and serves approximately 400 students in grades K-2nd. Our demographics are; 79% Hispanic, 22% White, 18% African-American, 5% Two Or More Races and the remaining one percent American Indian and Hawaiian Pacific Islander. 78% of our student population is Economically Disadvantaged.

### Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Providing the best quality instruction is very challenging. **Root Cause:** This challenge is due to the shortage of certified and highly qualified teachers across the state of Texas

# Student Learning

## Student Learning Summary

In the 2021 state accountability system for Texas, Marcy Elementary was rated a C campus as indicated by the District's overall rating. As indicated by the NWEA reading and math assessment And also M-Class for school year 2021- 2022, below are the following achievemets summaries:

Reading:

Kinder - 51% on or above grade level    1st grade - 47% on or above grade level    2nd grade -33 % on or above grade level

Math:

Kinder - 49% on or above grade level    1st grade - 46% on or above grade level    2nd grade -35 %on or above grade level

## Student Learning Strengths

Marcy Elementary K-2 grade students improved in their F&P reading levels as evident in the results of the classroom running records. 2nd grade checkpoint averages steadily increased each six weeks. Marcy Elementary will continue an individulaized approach to tracking student data using data from NWEA Map, mClass, Amplify and Dreambox computer based programs, benchmark assessments and all checkpoints to improve instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The number of Tier III students in the second grade is greater than the number of Tier I students in the second grade. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of Tier III students needs to decrease by 50% in order to more effectively facilitate classroom and MTSS instruction. **Root Cause:** Only 30% on grade level reading and math grades K-2.

# School Processes & Programs

## School Processes & Programs Summary

Marcy Elementary follows the wishes of the district's Balanced literacy plan: which will align with TEKS Resource System. Marcy Elementary is in it's second year using Eureka Math which utilizes Mid-module and End of Module assessments. Each teacher has been provided additional training and follow-up on district resources as well as campus resources regarding instruction. Teachers also have access to DMAC, NWEA, mClass, HMH to collect data, when assessing students. Daily PLCs are utilized to improve Tier 1 instruction.

## School Processes & Programs Strengths

Marcy Elementary utilizes the district elementary lesson plan format that focuses on all all tiers of instruction for each lesson, including enrichment activities. Teachers have a common planning period and develop lesson plans as a grade level to ensure the most effective lesson plans are used in the classrooms. Teachers attend daily PLC's for each grade level. Marcy also has an Instructional Coach for grades k - 2nd to facilitate PLC's and support teachers in content areas.

All Students are assigned a Chromebook for instructional use.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Data does not always drive instruction. **Root Cause:** Teacher's do not know how to analyze data from each program .

# Perceptions

## Perceptions Summary

Marcy Elementary currently has a site based committee. There is also a campus leadership team with members serving that help focus on areas of need for the campus and help with campus decisions. All teachers and support staff are communicated with to keep programs running smoothly. Teachers have access to the needs of the classroom, both physical items and for training as needed.

## Perceptions Strengths

Marcy Elementary continue to grow a Parent/Teacher/Community engagement for the 2022- 2023 school year. The program will encourage support and collaboration among important stakeholders in our community and school. Marcy Elementary has both a Facebook page and webpage as well as Class Dojo and utilizes these to increase parental/ community communication. Marcy Elementary has numerous activities throughout the year to provide opportunities for students, parents, staff and the community to interact in a positive environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** It is an ongoing challenge to engage parents and community stakeholders and maintain that relationship. **Root Cause:** The demographic realities of our community makes it difficult to foster traditional and in-person gatherings.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** The number of K-2 Students reading at or above the "Tier I Focused Instruction 41st - 60th percentile" in Reaing as shown on the NWEA MAP assessment will increase from 38% to 65% by the end of the 2023-2024 school year.

2023 goal 50%





2024 goal 65%

**Performance Objective 1:** Marcy Elementary will use specific data dig days to analyze all current, revelent data to inform instruction which will increase the number of students on grade level and/or making at least a year's worth of growth in Reading and Math.

**High Priority**





**Evaluation Data Sources:** Checkpoint Data, NWEA Map scores, mClass, progress ; Dreambox and Amplify data. PLC and vertical alignment collaboration.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Marcy Elementary will utilize PLC collaboration and training to analyze data and determine individual students needs, such as MTSS, small group, and tutoring. As a result better vertical alignment/ horizontal alignment will occur and will set all students up for academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk Thru Data, STAAR Results, and Checkpoint Data. Mclass Progress Monitor growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Marcy Elementary will include an additional 45 minute PLC grade level meeting time for each grade level. The purpose of this PLC will be to evaluate content specific classroom assessment questions for improvement of relevance and rigor to ultimately improve instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA Map Data, Checkpoint Results, PLC Agenda, and Lesson Plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff</p>	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Marcy Elementary will utilize a daily 45 minute MTSS period to focus on previously taught TEKS not yet mastered.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA Data, Checkpoint Data, Dreambox and Amplify Data and Guiding reading levels, mClass Progress Monitor</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
<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>			





**Goal 2:** Marcy Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

**Performance Objective 1:** Marcy Elementary will continue to develop partnerships with local businesses and civic organizations to benefit the students of the campus.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct two civic-minded events to promote relationships between community members and businesses. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets and records from events <b>Staff Responsible for Monitoring:</b> All Marcy Staff	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will solicit businesses to support extrinsic awards for students. <b>Strategy's Expected Result/Impact:</b> Participation Agreements <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Oct	Feb	May
<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>			





**Goal 2:** Marcy Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

**Performance Objective 2:** Parents and community members will experience a positive relationship with Marcy Elementary as evidenced by data (including but not limited to) district disseminated Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will host Meet The Teacher Events and multiple programs encouraging parental involvement. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will promote campus events through campus Facebook page, website and ClassDojo. <b>Strategy's Expected Result/Impact:</b> Facebook Posts, Class Dojo Post <b>Staff Responsible for Monitoring:</b> Campus Facebook Administrators	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 1:** Marcy Elementary will support comprehensive campus-wide implementation and evaluation of BSISD Curriculum Management Plan

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will utilize a Balanced Literacy approach to instruction. <b>Strategy's Expected Result/Impact:</b> Observations and T-TESS walk throughs, Get Better Faster, and TIL <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff and PLC	Formative		
	Oct	Feb	May
<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>			

**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.





**Performance Objective 2:** Marcy Elementary will promote a systematic and effective use of data to improve instruction.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct BOY, MOY & EOY NWEA Map Assessments, checkpoint and unit assessments to identify individual instructional needs. <b>Strategy's Expected Result/Impact:</b> NWEA Scores, Unit Assessments, & Checkpoint Data <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will utilize instructional components of DMAC to improve instructional best practices. <b>Strategy's Expected Result/Impact:</b> PLC Agendas, War Room, Checkpoint Data, and NWEA Data <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 3:** Marcy Elementary will develop plans that provide for coordinated school health.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will be represented on the District School Health Advisory Council. (SHAC) <b>Strategy's Expected Result/Impact:</b> Sign-in sheets & minutes from District SHAC meetings. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Oct	Feb	May
<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>			





**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 4:** Marcy Elementary will support initiatives to improve campus performance within all indicators of the Performance Based Monitoring System.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will implement Social Contracts in managing student behavior. <b>Strategy's Expected Result/Impact:</b> ILEAD, Student Shout-outs, Walks Thru, TTESS Observations, Teacher Self-Evaluations & Action Plans, and Classroom Environment Surveys <b>Staff Responsible for Monitoring:</b> Campus Administration and all Staff	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement and follow a Master schedule focused on tiered instruction and opportunities for tiered support. <b>Strategy's Expected Result/Impact:</b> Master Schedule <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Marcy Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support with the use of Texas Instructional Leadership practices.

**Performance Objective 5:** Marcy Elementary's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will utilize Peer-Observations, Mentor Teachers, and New Teacher Academy, Reading Academy, and TIL. <b>Strategy's Expected Result/Impact:</b> Peer-Observation Forms, Mentor Teacher documentation and sign in for New Teacher Academy. <b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Staff	Formative		
	Oct	Feb	May
<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>			





**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 1:** Attendance rate goals of 97% will be implemented and monitored at Marcy Elementary utilizing thresholds each 6 weeks as measured by reports generated by TxEIS.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will establish an attendance committee. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Attendance Committee Minutes <b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Committee Members	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement incentive-based promotions to increase attendance rates. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Attendance Committee Minutes <b>Staff Responsible for Monitoring:</b> Campus Administration and Attendance Committee Members	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 2:** 100% of Marcy Elementary instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary staff will complete all required compliance videos by August 19, 2022. <b>Strategy's Expected Result/Impact:</b> Compliance Video Certificates <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will receive continuous training through Reading Academy and TIL training covering reading and literacy instruction throughout the school year. <b>Strategy's Expected Result/Impact:</b> Staff completing Reading Academy and TIL and then training others during PLC. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Marcy Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** Marcy Elementary will continue to implement campus safety committees and campus-wide discipline management policies and procedures.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Marcy Elementary will conduct monthly safety drills following district requirements. <b>Strategy's Expected Result/Impact:</b> Required Safety Logs <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Marcy Elementary will implement Social Contracts to promote and encourage best behavior. <b>Strategy's Expected Result/Impact:</b> Principal shout outs, Social Contract routines. <b>Staff Responsible for Monitoring:</b> All Marcy Staff	Formative		
	Oct	Feb	May
<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>			

**Goal 5:** Marcy Elementary will strictly enforce BSISD Anti-Bullying Policies. There will be a zero tolerance for any act of bullying on Marcy Elementary Campus

**Performance Objective 1:** Marcy Elementary will continue to investigate any allegations or incidents related or concern the act of Bullying.

**High Priority**

**Evaluation Data Sources:** Anonymous Alert Reporting System

# State Compensatory

## Budget for Marcy Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.25

### Brief Description of SCE Services and/or Programs

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## Personnel for Marcy Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sharon Chancy	Shared Assistance	0.25
Velma Flores	Instructional Aide	1



# Addendums

**2023-24 Marcy State Compensatory Education Funds**

fund	func	obj	sobj	org	fscf_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6399	20	110	4	24	0	01	TEKS RESOURCE SUPP	(2,400.00)
199	11	6112	00	110	4	30	0	00	MARCY COMPENSATORY SUBS	(100.00)
199	11	6122	00	110	4	30	0	00	MARCY COMPENSATORY SUBSTITUTES	(100.00)
199	11	6122	01	110	4	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)
199	11	6129	01	110	4	30	0	00	SUPPORT STAFF	(52,200.00)
199	11	6141	00	110	4	30	0	00	MEDICARE	(729.00)
199	11	6141	01	110	4	30	0	00	MEDICARE	-
199	11	6142	00	110	4	30	0	00	GROUP HEALTH & LIFE INS	(4,116.00)
199	11	6143	00	110	4	30	0	00	WORKERS COMPENSATION	(284.00)
199	11	6146	00	110	4	30	0	00	TEACHER RETIREMENT	(1,825.00)
199	11	6146	01	110	4	30	0	00	TEACHER RETIREMENT	-
199	23	6119	01	110	4	30	0	00	MARCY ASST. PRINCIPAL SALARY	(19,200.00)
199	23	6141	00	110	4	30	0	00	MEDICARE	(276.00)
199	23	6142	00	110	4	30	0	00	GROUP HEALTH & LIFE INS	-
199	23	6146	00	110	4	30	0	00	TEACHER RETIREMENT	(985.00)
199	31	6119	00	110	4	30	0	00	MARCY COUNSELOR SALARIES	(19,210.00)
199	31	6141	00	110	4	30	0	00	MEDICARE	(258.00)
199	31	6142	00	110	4	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)
199	31	6146	00	110	4	30	0	00	TEACHER RETIREMENT	(630.00)
									Total	(104,033.00)

**2023-24 Marcy ESSA Consolidated Grant Funds**

**Title I Funds 2023-24**

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	11	6129	24	110	4	30	0	00	INTERVENTION AIDE	-24,003.00
211	11	6141	00	110	4	30	0	00	MEDICARE	-348
211	11	6142	00	110	4	30	0	00	GROUP HEALTH & LIFE INS	-5,400.00
211	11	6146	00	110	4	30	0	00	TEACHER RETIREMENT	-2,040.00
211	13	6219	24	110	4	30	0	01	PROFESSIONAL SERVICES	-1,740.00
211	32	6499	24	110	4	30	0	00	PARENT/FAMILY ENGAGEMENT	-1,334.00
										<b>-\$34,865.00</b>

**Title II Funds 2023-24**

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
255	13	6119	24	110	4	30	0	00	INSTRUCTIONAL COACH/MENTOR	-8,300.00
255	13	6141	00	110	4	30	0	00	MEDICARE	-120
255	13	6146	00	110	4	30	0	00	TEACHER RETIREMENT	-706
										<b>-9,126.00</b>

**Title III Funds 2023-24**

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr

**Title IV Funds 2023-24**

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
289	12	6329	24	110	4	30	0	00	INSTRUC RESOURCES/MEDIA	-\$58.00
										<b>\$58.00</b>
									Total ESSA Funds	<b>-\$43,933.00</b>