

**Conroe Independent School District**  
**Anderson Elementary**  
**2021-2022 CIP Board Item**



# Table of Contents

Comprehensive Needs Assessment	3
Culture and Climate	3
Parent and Community Engagement	4
Priority Problem Statements	5
Goals	7
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	8
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	12
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	13
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	14
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	15
Title I Schoolwide Elements	17
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	18
1.1: Comprehensive Needs Assessment	18
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	18
2.1: Campus Improvement Plan developed with appropriate stakeholders	18
2.2: Regular monitoring and revision	18
2.3: Available to parents and community in an understandable format and language	18
2.4: Opportunities for all children to meet State standards	18
2.5: Increased learning time and well-rounded education	19
2.6: Address needs of all students, particularly at-risk	19
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	19
3.1: Develop and distribute Parent and Family Engagement Policy	19
3.2: Offer flexible number of parent involvement meetings	19
Campus Funding Summary	19

# Comprehensive Needs Assessment

## Culture and Climate

### Culture and Climate Summary

Our campus invests a significant amount of time in planning to ensure we are building connections with staff, students, parents and community. We are proud to say we have a warm and inviting culture where all students have a special, safe place. Our counselor works closely with teachers and staff to make sure our students and parents feel supported and accepted.

This is the 4th year having a Foundations Committee on our campus. The primary focus of this committee is to implement strategic expectations for students and staff behavior. Foundations is based on PBIS and Safe & Civil Schools. We review our procedures, review implementation at least four times a year, and offer training during monthly staff meetings.

We saw a notable difference in behavior from BOY to EOY last year. District coordinators, district and campus coaches, district social workers, administrators and teachers worked very closely to support the classroom behaviors, especially in 1st grade.

Our campus has a counselor and a CIS (Community in Schools) representative, who work as a team to help our community, as well as educate our parents in the importance of school attendance, good sleep habits, healthy eating, teacher communication, etc.

### Culture and Climate Strengths

- Strong counseling program implemented
- Community in School program implemented
- Great communication with parents
- Minimal discipline referrals
- Foundations Committee together for 4 years
- Teachers feel empowered and valued
- OHI (ORGANIZATIONAL HEALTH INDIVIDUALIZED 2019 REPORT) showed a growth from 77 to 80.

### Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students are not resolving conflicts in an appropriate way leading to an increase of misbehaviors. **Root Cause:** School has not enforced classroom management that incorporates but not limited to building relationships, student-teacher morning discussions, problem solving strategies, and a calming corner.

**Problem Statement 2 (Prioritized):** There is increased misbehavior in the cafeteria and hallways during arrival and dismissal. **Root Cause:** The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.

**Problem Statement 3:** Students lack academic responsibility and motivation. **Root Cause:** Teacher/student relationships are not fostered.

**Problem Statement 4:** Bullying disciplinary actions increased during the school year. **Root Cause:** There is a lack of bullying awareness and community building.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Family involvement is one of our priorities at Anderson Elementary. We do not have many volunteers during the school day, but our parents are always willing to help or participate in any activity after school.

Our communities' perception of our school and its effectiveness is one of a positive nature. They report feeling welcome to our campus. There is always a staff member available to talk with them in English or Spanish, depending on their need. Our front office staff is trained to serve parents regardless of the staff's job position.

Parents receive a weekly newsletter (English and Spanish). The newsletter includes information about upcoming events, celebrations about something that already happened, and social and community resources for families in need.

We keep our families informed through social media, calls and text. Every teacher has a direct method of communication with each parent.

## Parent and Community Engagement Strengths

- Great and successful community nights (Virtual Open House, Math and Reading Nights)
- Specials teachers planning special events like Grade Level Music Programs, Veterans Celebration, and Field Day
- Direct teacher and parent communication
- CIS and counselor (food, clothing and Christmas drives)

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. **Root Cause:** The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.

**Problem Statement 2 (Prioritized):** Historically, Anderson Elementary has a low attendance rate. **Root Cause:** Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.

**Problem Statement 3:** The school does not provide parent trainings focused on how to assist students at home with academics. **Root Cause:** There is a low parent attendance rate.

# Priority Problem Statements

**Problem Statement 1:** Anderson 3rd Grade English/Spanish 2021 Math STAAR scores for Meets is 40% and Masters is 17%. This means 60% of students did not meet grade level expectations.

**Root Cause 1:** Differentiated instruction and vertical alignment have not been implemented with fidelity across all classrooms.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 3:** Students are not resolving conflicts in an appropriate way leading to an increase of misbehaviors.

**Root Cause 3:** School has not enforced classroom management that incorporates but not limited to building relationships, student-teacher morning discussions, problem solving strategies, and a calming corner.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 5:** Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage.

**Root Cause 5:** The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 2:** Special Education students are not making adequate academic growth.

**Root Cause 2:** Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 4:** There is increased misbehavior in the cafeteria and hallways during arrival and dismissal.

**Root Cause 4:** The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 6:** Historically, Anderson Elementary has a low attendance rate.

**Root Cause 6:** Students are struggling to attend school due to our current pandemic situation, home stability, and transient families.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** 37% of 3rd grade students did not meet expectations for 2021 STAAR Math.

**Root Cause 7:** Students lack foundational math skills such as fact fluency, computation, and problem solving comprehension.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** 28% of 3rd grade students did not meet expectations for 2021 STAAR Reading.

**Root Cause 8:** Students lack foundational reading skills in phonics and comprehension.

**Problem Statement 8 Areas: Student Achievement**

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 38% to 43% .

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Reading 3rd Grade

### Strategy 1 Details

**Strategy 1:** We will support each student's development of reading proficiency at increasing BAS/SEL levels within the context of guided reading instruction. This allows teachers to reinforce and support strategies and skills students need to become life-long readers.

**Strategy's Expected Result/Impact:** The expectation is for all students to grow in reading levels to close the gap in 3rd grade reading.

**Staff Responsible for Monitoring:** Principal, assistant principal, instructional coaches, reading teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Paraprofessionals - Student Intervention - Title I - \$24,978, After School Tutorials - State Comp Ed - \$10,000, Library Resources - Title I - \$50,000, Student Success Teacher - Title I - \$78,500

## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 2:** Special Education students are not making adequate academic growth. **Root Cause:** Not all teachers are using acquired modified prerequisite skills of the students, linking these skills to the correlating grade level TEKS to create and build connections.

**Problem Statement 4:** 28% of 3rd grade students did not meet expectations for 2021 STAAR Reading. **Root Cause:** Students lack foundational reading skills in phonics and comprehension.



**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 40% to 45% .

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Math 3rd Grade

Strategy 1 Details
<p><b>Strategy 1:</b> We will support each student's development of mathematical proficiency at increasing levels of difficulty within the context of guided small group instruction. This allows teachers to re-teach, reinforce, expand, and compact concepts, strategies and skill students need to become confident mathematicians.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is for all students to engage in standard-based, rigorous mathematical instruction at their level and close the gap in 3rd grade math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Classroom Resources - Title III - \$5,500, Paraprofessionals - Student Intervention - Title III - \$25,000</p>

**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Reading from 34% to 39%.

**HB3 Goal**

**Evaluation Data Sources:** 2022 4th Grade STAAR Reading

Strategy 1 Details
<p><b>Strategy 1:</b> We will support each student's development of reading proficiency at increasing BAS/SEL levels within the context of guided reading instruction. This allows teachers to reinforce and support strategies and skills students need to become life-long readers.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is for all students to grow in reading levels to close the gap in 4th grade reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, reading teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Classrooms Library - ESSER - \$7,772</p>

**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 27% to 32%.

**HB3 Goal**

**Evaluation Data Sources:** 2022 Math STAAR 4th Grade

Strategy 1 Details
<p><b>Strategy 1:</b> We will support each student's development of mathematical proficiency at increasing levels of difficulty within the context of guided small group instruction. This allows teachers to re-teach, reinforce, expand, and compact concepts, strategies and skill students need to become confident mathematicians.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is for all students to engage in standard-based, rigorous mathematical instruction at their level and close the gap in 4th grade math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Classroom Resources - Title I - \$20,000, Paraprofessionals - Student Intervention (2 years) - ESSER - \$41,615, After School Tutorials - State Comp Ed - \$11,992, Instructional Coach - Title I - \$85,914</p>

**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 5:** Increase one to two BAS/SEL reading levels of special education students.

**HB3 Goal**

**Evaluation Data Sources:** End of Year BAS/SEL assessments.

Strategy 1 Details
<p><b>Strategy 1:</b> We will support each student's development of reading proficiency at increasing BAS/SEL levels within the context of guided reading instruction in the general education setting and LLI in the special education setting. This allows teachers to reinforce and support strategies and skills students need to become life-long readers.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is for each special education students to advance one to two reading levels in an academic year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, general education teachers, special education teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Classrooms Library - ESSER - \$15,000, Classroom Materials - Title I - \$10,048</p>

## Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

Strategy 1 Details
<p><b>Strategy 1:</b> We will evaluate educational priorities on our campus and provide resources within budget needed to ensure the most effective instruction in the classroom. We will inventory materials and provide staff development opportunities that align with standards-based instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is to integrate relevant materials and trainings to maximize student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional coaches, secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Anderson 3rd Grade English/Spanish 2021 Math STAAR scores for Meets is 40% and Masters is 17%. This means 60% of students did not meet grade level expectations. <b>Root Cause:</b> Differentiated instruction and vertical alignment have not been implemented with fidelity across all classrooms.</p> <p><b>Problem Statement 3:</b> 37% of 3rd grade students did not meet expectations for 2021 STAAR Math. <b>Root Cause:</b> Students lack foundational math skills such as fact fluency, computation, and problem solving comprehension.</p>

**Goal 3: Recruitment, Development, and Retention of Staff**

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** Staff will continue to grow professionally through staff development and implementation of new learning.

**HB3 Goal**

**Evaluation Data Sources:** Strive, coaching, T-TESS

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will be expected to attend a minimum of 2 hours of professional staff development per semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement new learning in the classroom and show evidence of the new learning strategies through lesson planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Staff Development - Title I - \$8,000</p>

#### Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 1:** The school will support the continuation of its school-wide character program in addition to the guidance curriculum plan that is focused in positive character development, social-emotional learning, and overall emotional well being of every child.

**Evaluation Data Sources:** Behavior referrals and SAE's

Strategy 1 Details
<p><b>Strategy 1:</b> We will support staff and students through daily mini SEL and Character Trait lessons integrated with school-wide guidance lessons, student/mentor clubs, and character program incentive program.</p> <p><b>Strategy's Expected Result/Impact:</b> The expectation is to create a safe learning environment and collaborative community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers, and Staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1, 2 - Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Instructional Materials - ESSER - \$1,120, Parent Instructional Nights - Title I - \$3,175, Instructional Behavior Coach (2 years) - ESSER - \$118,755</p>

#### Performance Objective 1 Problem Statements:

Culture and Climate
<p><b>Problem Statement 1:</b> Students are not resolving conflicts in an appropriate way leading to an increase of misbehaviors. <b>Root Cause:</b> School has not enforced classroom management that incorporates but not limited to building relationships, student-teacher morning discussions, problem solving strategies, and a calming corner.</p> <p><b>Problem Statement 2:</b> There is increased misbehavior in the cafeteria and hallways during arrival and dismissal. <b>Root Cause:</b> The school as a whole does not enforce or support school-wide common rules and expectations created by the Foundations team.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Parents are looking for resources on how to help their child stay safe online and find ways to manage healthy online usage. <b>Root Cause:</b> The school does not provide opportunities for parent trainings focused on online safety and managing online usage at home.</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Integrate consistent small group instruction for reading and math.

**HB3 Goal**

**Evaluation Data Sources:** T-TESS, coaching, explicit lesson planning

Strategy 1 Details
<p><b>Strategy 1:</b> Instructional paraprofessionals will be trained in the Texas Reading Academy in order to accelerate student growth and support teachers through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Composite mCLASS scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> After school Planning - ESSER - \$12,480, General Education Teachers for At-Risk Students - State Comp Ed - \$891,564, Classroom Resources - ESSER - \$20,000</p>



**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Monitor math progress through the use of Dreambox.

**Evaluation Data Sources:** Dreambox reports

Strategy 1 Details
<p><b>Strategy 1:</b> Monitor monthly progress, provide incentives for teachers and students for participation and engagement. We will communicate with parents to encourage home to school connection.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student growth through Dreambox reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology Devices - ESSER - \$23,072, Instructional Software - ESSER - \$8,000</p>

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

- Site based committee
- Students data progress based on RtI information and district testing.

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

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

- Principal
- Assistant Principal
- Instructional coaches
- Counselor and Social worker
- Parent
- Team leaders (Teachers)

### 2.2: Regular monitoring and revision

- PLC
- RtI meetings
- TTESS walkthroughs
- Team leaders meetings
- Planning meetings

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

CIPS are available on Conroe ISD website under Accountability. CIPS are available in English and Spanish based on student population.

We send all communication in English and Spanish.

We send all communication on paper and electronic.

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

- Small group instruction
- Pull out intervention
- After school intervention

- RtI intervention
- Highly qualified teachers

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

- Building is open 30 minutes earlier for enrichment intervention
- Teacher do not have any duty to interrupt instruction
- Paraprofessional's administrative duties are minimum
- PLC and Planing are during planning or after school

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

- Small group instruction
- Pull out intervention
- After school intervention
- RtI intervention
- Highly qualified teachers

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

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

The school counselor and our Community In Schools department shared a weekly newsletter with parents where they inform, survey and collect information and needs from our community. The information is sent in English and Spanish.

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

- Meeting are flexible during the school year (English and Spanish)
- Counselor offers office hours meetings and one to one meetings for parents in need.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Tutorials		\$10,000.00
1	4	1	After School Tutorials		\$11,992.00
5	1	1	General Education Teachers for At-Risk Students		\$891,564.00
<b>Sub-Total</b>					\$913,556.00
<b>Budgeted Fund Source Amount</b>					\$913,556.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paraprofessionals - Student Intervention		\$24,978.00
1	1	1	Library Resources		\$50,000.00
1	1	1	Student Success Teacher		\$78,500.00
1	4	1	Classroom Resources		\$20,000.00
1	4	1	Instructional Coach		\$85,914.00
1	5	1	Classroom Materials		\$10,048.00
3	1	1	Staff Development		\$8,000.00
4	1	1	Parent Instructional Nights		\$3,175.00
<b>Sub-Total</b>					\$280,615.00
<b>Budgeted Fund Source Amount</b>					\$280,615.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Classroom Resources		\$5,500.00
1	2	1	Paraprofessionals - Student Intervention		\$25,000.00
<b>Sub-Total</b>					\$30,500.00
<b>Budgeted Fund Source Amount</b>					\$30,500.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Classrooms Library		\$7,772.00
1	4	1	Paraprofessionals - Student Intervention (2 years)		\$41,615.00
1	5	1	Classrooms Library		\$15,000.00
4	1	1	Instructional Materials		\$1,120.00
4	1	1	Instructional Behavior Coach (2 years)		\$118,755.00
5	1	1	After school Planning		\$12,480.00
5	1	1	Classroom Resources		\$20,000.00
5	2	1	Technology Devices		\$23,072.00
5	2	1	Instructional Software		\$8,000.00
<b>Sub-Total</b>					\$247,814.00
<b>Budgeted Fund Source Amount</b>					\$247,814.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,472,485.00