

Conroe Independent School District

Collins Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Collins Intermediate is committed to academic success and general well-being of all students.

Through collaboration and teamwork, we will provide meaningful strategies and interventions for all students to reach their learning goals.

Vision

Every Child

Every Day

Receiving our Best

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Collins Intermediate received a 2019 Overall Texas Accountability rating of 98 (A).

Student Achievement = 95

Student Progress = 90

Closing Performance Gaps = 100

Collins Distinction Designations

1. ELA/Reading
2. Science
3. Comparative Academic Growth
4. Postsecondary Readiness
5. Comparative Closing the Gaps

For the first time in five years Collins Intermediate did not earn all distinctions available to our intermediate school level. This year we did not earn our Academic Achievement in Mathematics in the area of 5th grade math performance. We missed quartile one by seven students.

In review of the 2019 Academic Growth Data Table from the past two years, Collins continues to focus on adding value to every student and maintaining and/or exceeding progress for all students.

We must continue to focus on students at the masters level continuing to perform at the masters level.

2018-2019			2017-2018		
ELA/Reading and Math			ELA/Reading and Math		
	Lost Value	Kept Value		Lost Value	Kept Value
Masters	21%	79%	Masters	20%	80%
Meets	35%	65%	Meets	54%	46%
Approaches	32%	68%	Approaches	31%	69%
Did Not Meet	12%	88%	Did Not Meet	15%	85%
ELA Reading			ELA Reading		
	Lost Value	Kept Value		Lost Value	Kept Value
Masters	21%	79%	Masters	25%	75%
Meets	40%	60%	Meets	37%	63%
Approaches	32%	68%	Approaches	31%	69%
Did Not Meet	12%	88%	Did Not Meet	20%	80%

2018-2019

Math

Lost Value Kept Value

Masters	13%	87%	Masters	16%	84%
Meets	30%	70%	Meets	40%	60%
Approaches	33%	67%	Approaches	8%	92%
Did Not Meet	12%	88%	Did Not Meet	10%	90%

2017-2018

Math

Lost Value Kept Value

Masters	13%	87%	Masters	16%	84%
Meets	30%	70%	Meets	40%	60%
Approaches	33%	67%	Approaches	8%	92%
Did Not Meet	12%	88%	Did Not Meet	10%	90%

Collins experienced the largest growth between 2018 and 2019 at the masters level in Science. We also experienced a four-point gain in math. ELA was the only area to drop by one percentage point. 2019 was the first year to fully implement Units of Study in sixth grade with some implementation in fifth grade.

Collins		
All Grades All Subjects At Masters Level		
2019	59%	+4%
2018	55%	
All Grades ELA/Reading At Masters Level		
2019	53%	-1%
2018	54%	
All Grades Mathematics At Masters Level		
2019	62%	+4%
2018	58%	
All Grades Science At Masters Level		
2019	63%	+11%
2018	52%	

The following data provides the Collins percentages for student's performance at the Approaching Grade Level. The data also looks at the difference of performance in three critical areas of targeted student populations.

% at Approaches GL Standard or Above Eco Dis

	All	Eco Dis	Difference
All Subjects	97%	89%	-8%
ELA/Reading	96%	86%	-10%
Mathematics	98%	94%	-4%
Science	96%	81%	-15%

% at Approaches GL Standard or Above Special Ed

	All	SPED	Difference
All Subjects	97%	77%	-20%
ELA/Reading	96%	69%	-27%
Mathematics	98%	88%	-10%

% at Approaches GL Standard or Above Eco Dis
 Science 96% 72% **-24%**

% at Approaches GL Standard or Above English Language

	All	EL	Difference
All Subjects	97%	81%	-16%
ELA/Reading	96%	74%	-22%
Mathematics	98%	89%	-9%
Science	96%	75%	-21%

Student Achievement Strengths

Collins continues our work with students by making decisions based on our school vision “Every Child, Every Day, Receiving Our Best”. Our professional learning communities have been provided time during the school day to meet and plan instruction and utilize data to make ongoing adjustments to the instructional plans.

MEASURE	2018–19	2017–18
Overall Score	97	96
Student Achievement Score	95	94
School Progress Score	90	88
Closing the Gaps Score	100	100
STAAR Performance, Approaches Grade Level or Above (All Subjects)	97%	96%
STAAR Performance, Meets Grade Level or Above (All Subjects)	80%	81%
STAAR performance, Masters Grade Level (All Subjects)	59%	55%
Students Who Grew a Year Academically (All Subjects)	80	78

Our results, as compared with Conroe ISD, demonstrates our commitment to the instructional integrity that is directed by our district scope and sequence.

RESULTS BY SUBJECT MASTERS

	Collins	Conroe ISD
Reading	53%	30%
Math	62%	39%
Science	63%	39%

RESULTS BY SUBJECT MEETS

	Collins	Conroe ISD
Reading	79%	59%
Math	81%	65%
Science	82%	69%

RESULTS BY SUBJECT APPROACHES

	Collins	Conroe ISD
Reading	96%	83%
Math	98%	88%
Science	96%	89%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although students have shown growth in various content areas, overall there still seems to be limited or stagnant growth in Meets Grade Level in each sub group (a difference of 7% to 54% in sub groups in Math, Reading, and Science). **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

Problem Statement 2: Students at the Masters Grade Level or at the Meets Grade Level are not staying at the met or exceeded progress level. **Root Cause:** Targeted enrichment interventions have not been implemented with fidelity.

Problem Statement 3 (Prioritized): Special Education students are performing well below the performance level in reading, math, and science. **Root Cause:** Not all special education students have consistent access to grade level appropriate curriculum.

Culture and Climate

Culture and Climate Summary

Our school invests in building connections and, as a result, Collins Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and our students have the continued support and encouragement of every staff member in the building. This culture of respect also exists between staff and parents.

Collins Intermediate is deeply invested in growing a community that values deepening awareness and relationships with our staff, students, and families as we work together to build a support system that acknowledges and protects every person's need to be respected and valued.

Discipline records are reviewed quarterly, including student conflicts, all forms of verbal and physical aggression, harassment and bullying. School staff is surveyed by our Collins Foundations Team multiple times a year. This data along with the review of referrals help guide our foundations team as well as our counseling staff on how we can best support the students and classroom teachers.

Collins Intermediate School has very few problems discipline issues. We have been a CHAMPS campus for five years. There have been no significant increases in discipline, indicating that proactive communication with parents and counseling staff early on has been successful. Collins has added the use of restorative practices on campus and it has shown to increase student problem solving and reduced ongoing conflict that can often lead to disciplinary issues.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance the following data is reviewed; fitness assessments, attendance, participating in physical education, curriculum, incidents requiring intervention from the clinic, etc.

The campus follows recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Collins Intermediate follows the measures to mitigate the spread of COVID-19. Our campus has utilized our Foundations team to create process and protocols to keep all of our school community safe and healthy.

Culture and Climate Strengths

- Each month the counselors celebrate a different character trait. They provide classroom guidance lessons associated with this trait. Teachers nominate students from each homeroom, both in person and virtual, that exemplify the trait and are acknowledge at a monthly Colossal Cobra Celebration.
A group of teachers wishing to find ways to celebrate one another and build a stronger sense of community founded Collins Sunshine club. This team celebrates every

- staff member's birthday in a special way. During COVID-19, the team has found fun and safe ways to deliver treats and celebrate different events.
- Collins has collaborated with Dr. Delic Loyde to create and provide monthly staff development on the topic of "Deepening Awareness and Relationships". In conjunction with the upcoming district "Cultural and Diversity" Training provided by the district our staff is committed to providing all stakeholders with a safe, nurturing, and supportive learning community.
 - Provide student education in Safe Schools and personal safety/wellness through the implementation of programs on character development including:
 - Conflict resolution – teacher and administrative redirection
 - Restorative Practice – counselor (with parental approval) conducts "restorative chats" with students after a conflict has been deescalated to focus on mending the relationship
 - Life/Coping Skills – mentoring, counseling
 - Appropriate Online Behavior and the dangers of Social Media
 - Drug, Alcohol, Vaping, and Tobacco awareness
 - Red Ribbon Week – Focus on Student Health
 - Implement a positive, proactive, and instructional approach to classroom management through CHAMPS.
 - Implement a campus wide positive, proactive, and instructional approach to behavior through the implementation of PBIS Foundations.
 - Promote clubs and organizations in areas of interest to promote student involvement in school.
 - Foundations, Core Leader, Team Leader meetings held monthly to provide leadership opportunities, planning, data review, and problem solving opportunities in all areas of the running of Collins.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students. **Root Cause:** COVID-19-19 decreased number of opportunities for staff development on supporting social emotional needs of students that increased during the spring of 2020 when students were remote learners.

Problem Statement 2: There is a need to actively recruit high quality teachers to be more reflective or our student population. **Root Cause:** There was not a systemic approach to training staff recruiters to identify a more diversified group of highly qualified candidates.

Parent and Community Engagement

Parent and Community Engagement Summary

Collins Intermediate's top priority is the relationship and connection we work to build with our families and community. We strive to communicate early and often with all components of school life. Our teachers' use of CANVAS to provide immediate access to video lessons and assignments not only insures our virtual learners of quality instruction but insures our in persons learners have the support they need should they be out or need to hear content again.

Our teachers work to create fun and engaging classrooms and activities such as Decimal Diner, Digital Citizenship week, PE Night at the Museum, Jurassic Park classroom, Monster Math, Día de los Muertos project/celebration.

Collins provides a bi-monthly newsletter, Collins Cadence, to all families. The communication includes information from a variety of areas within the school including; PTO, counselors, school nurse, librarian, technology coach and others as needed. Our website is kept up to date and has information about events as well as our helpful resources for parents. Social Media is another way that Collins shares the fun events and activities. Twitter and Facebook gives families a glimpse into the activities such as Red Ribbon Week, Generation Texas Week, and other fun activities taking place around campus.

Our fine arts programs are integral part of our school community. Our students work so hard and learn so much in their two years in our band, orchestra, and choir programs the students find themselves very well prepared for the wonderful junior high school programs they will join after leaving us. Our fine arts directors find extraordinarily creative ways to bring students together to play even during a pandemic, as the Collins Wind Ensemble's directors put individual videos together to produce an amazing performance last spring.

Collins has been very lucky to have a very caring and involved PTO. Through the commitment and dedication of our parents, we have collaborated to create events and field trips for the students as well as funds donated to the school to assist in the purchase of technology for the students and staff.

We will continue the use of our end of the year survey to determine needs and collect feedback on different areas of school. We hope to expand this survey to the students so that we can continue to create a school climate that addresses the needs of all.

Parent and Community Engagement Strengths

- Engaged and successful PTO and PTO Board with successful fundraising and student sponsored activities.
- Active Facebook and Twitter updates that keep parents and community updated.
- Successful implementation of COVID process and procedures to ensure the health and safety of staff and students.
- Safe and creative academic activities throughout the year to engage students in learning.
- Ongoing support and problem solving of technical issues from the Collins Technology Instructional Coach assists parents in navigating large amounts of technology they are encountering.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** Lack of opportunities to support parents learning because of the demands of teaching students to access remote learning.

Problem Statement 2: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Priority Problem Statements

Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant growth in Meets Grade Level in each sub group (a difference of 7% to 54% in sub groups in Math, Reading, and Science).

Root Cause 1: Targeted instructional interventions have not been implemented with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special Education students are performing well below the performance level in reading, math, and science.

Root Cause 2: Not all special education students have consistent access to grade level appropriate curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There is a need to engage parents in training over technological and digital resources to support student learning.

Root Cause 3: Lack of opportunities to support parents learning because of the demands of teaching students to access remote learning.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Race and ethnicity 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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

Goals

Revised/Approved: December 1, 2020

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase the progress measure percentage kept at the Masters level in Reading/Math from 79% to 85% .

Evaluation Data Sources: District Benchmark Data
STAAR Data
Campus Common Assessments

Summative Evaluation: None

<p>Strategy 1: Utilize high quality enrichment activities for all students through data driven instructional adjustments to small grouping and scaffolded instruction.</p> <p>Strategy's Expected Result/Impact: That students and those scoring at the Masters level maintain progress measure of meets or exceeds progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach General Education Teachers</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional Material - Title III - \$3,000, Instructional Coach - State Comp Ed - \$85,665</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant growth in Meets Grade Level in each sub group (a difference of 7% to 54% in sub groups in Math, Reading, and Science). Root Cause: Targeted instructional interventions have not been implemented with fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase the performance of special education students at the Approaches level in ELA from 69% to 79% and in Science from 72% to 82%.





Evaluation Data Sources: District Campus Checkpoints (DCC)

District Benchmark Data

STAAR Data

Campus Common Assessments

Summative Evaluation: None

<p>Strategy 1: Implement effective tier 1 best practices, accommodations, and scaffold instruction to meet the individual needs of our special education population.</p> <p>Strategy's Expected Result/Impact: Increase the overall approaches performance of our special education students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach General Education Teachers Special Education Teachers</p> <p>Funding Sources: Instructional Materials - State Comp Ed - \$1,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Evaluation Data Sources: School Budget
Activity Fund Budget

Summative Evaluation: None

<p>Strategy 1: Utilize daily meetings with principal and secretary to discuss upcoming financial needs and ensure budgets are being met.</p> <p>Strategy's Expected Result/Impact: Following all procedures and ensure financial resources are used accordingly.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Highly Qualified Report - Certification

View-It Report

New Staff Survey

Summative Evaluation: None

<p>Strategy 1: Train Collins staff prior to CISD Job Fair on recruiting highly qualified and diverse teacher talent.</p> <p>Strategy's Expected Result/Impact: To enhance the diversity of staff.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: PTO Minutes
PTO Budget

Summative Evaluation: None

<p>Strategy 1: Utilize Collins PTO to plan, organize, implement activities and events that benefit the students both academically and socially.</p> <p>Strategy's Expected Result/Impact: Students will have access to needed technology for academics and social events that support students emotional well-being.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students. Root Cause: COVID-19-19 decreased number of opportunities for staff development on supporting social emotional needs of students that increased during the spring of 2020 when students were remote learners.</p>
Parent and Community Engagement
<p>Problem Statement 1: There is a need to engage parents in training over technological and digital resources to support student learning. Root Cause: Lack of opportunities to support parents learning because of the demands of teaching students to access remote learning.</p>

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Safe School Report

Discipline Reports

MEOP

Summative Evaluation: None

Strategy 1: All staff will participate in and complete 100% of Safe Schools courses. Strategy's Expected Result/Impact: Deepen the understanding of enhanced safety needs on campus. Staff Responsible for Monitoring: Assistant Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Documentation of Training by Coach
 Logs of Activities for programs
 Products produced by staff or student

Summative Evaluation: None

<p>Strategy 1: Provide professional development and daily support within the classroom to expand and strengthen the skill set of classroom teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will fill confident in providing daily learning opportunities for students to engage in a variety of technological resources.</p> <p>Staff Responsible for Monitoring: Technology Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent Newsletter
 Staff Newsletter
 Website
 Social Media

Summative Evaluation: None

<p>Strategy 1: Provide newsletters, web videos for families and community to assist in communicating instructional requirements, technology assistance, procedures and expectations for Collins Intermediate.</p> <p>Strategy's Expected Result/Impact: To give parents easy to access information about classroom and school activities so they can actively partner with the school.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Instructional Technology Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Collins Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Szalmasagi	Instructional Coach	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Collins		
SCE		
Computer Equipment / AV Supplies	\$2,000	0.00
General Supplies	\$4,104	0.00
Instructional Support for At-Risk-Students	\$80,561	1.00
SCE Total	\$86,665	1.00
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$1,500	0.03
General Supplies	\$500	0.00
Title III EL Total	\$3,000	0.03
Collins Total	\$89,665	1.03

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$85,665.00
1	2	1	Instructional Materials		\$1,000.00
Sub-Total					\$86,665.00
Budgeted Fund Source Amount					\$86,665.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Material		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$89,665.00

Addendums