

Conroe Independent School District
Irons Junior High School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Irons Jr. High earned a B (89) for recognized performance by serving students well and encouraging high academic achievement and appropriate academic growth for most students.

Irons Jr. High earned the following distinction designations for outstanding performance in Mathematics, Comparative Academic Growth, and Postsecondary Readiness.

Domain 1- Student Achievement: Irons Jr. High Scored 89

Domain 2- Student Progress: Irons Jr. High Scored 90

Domain 3- Closing the Gaps: Irons Jr. High Scored 87

Irons Jr. High is very proud of our performance in domains 1-3, we recognize we can still grow in many areas.

ELA/Reading Campus:

- Approaches: 88%
- Meets: 59%
- Masters: 36%

Writing Campus:

- Approaches: 79%
- Meets: 45%
- Masters: 17%

Math Campus:

- Approaches: 91%
- Meets: 69%
- Masters: 35%

Science Campus:

- Approaches: 90%
- Meets: 63%
- Masters: 35%

Social Studies Campus:

- Approaches: 80%
- Meets: 47%
- Masters 29%

Student Achievement Strengths

Irons Jr. High has a school culture that promotes academic achievement and engaging all learners with research based instructional best practices. Our success is a reflection of the diligent work our staff and students have under taken the last 8 years. We are very proud of a track record of success at Irons Jr. High.

Distinction Designations for outstanding performance in:

- Mathematics
- Comparative Academic Growth
- Postsecondary Readiness

Domain I: Student Achievement

69% of our students were at meets grade level for Math

35% of our students were at masters grade level for Math

22% of our economically disadvantaged students were at masters level for Math.

95% of our students were at masters grade level of Algebra 1 EOC

Domain II: Student Progress

Academic growth was 90

Relative student progress was 86

Domain III: Closing Gaps

Grade level performance 96

Academic growth 92

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Only 45% of students achieved meets grade level in Writing **Root Cause:** Need to move students from formulaic to authentic writing.

Problem Statement 2: Only 59% of students achieved meets grade level in Reading **Root Cause:** Lack of fidelity with academic vocabulary and critical analysis.

Problem Statement 3 (Prioritized): ESL students did not meet TELPAS progress rate of 36% **Root Cause:** Lack of fidelity when implementing listening and speaking and 7 Steps strategies the classroom.

Problem Statement 4: Special Education students did not meet academic achievement in math of 23% **Root Cause:** Lack of fidelity with focused small group math instruction such as guided math, tracking individual progress. Lack of fidelity with implementation of intervention programs.

Culture and Climate

Culture and Climate Summary

Irons Jr. High has a long history of building positive relationships with all members of our school community. We have a warm, inviting family feel to our campus, leading to mutual respect among all school members. With the use of our campus-wide PBIS systems, Irons Jr. High has developed strategies that have led to high success levels. Expectations for behavior are high, and we are proud to have mature, respectful, courteous students. The culture of care extends to all community members.

A review of discipline referrals that included student misbehavior reported bullying, drug offenses, along with ISS and DAEP placements, indicates that Irons Jr. High has students who understand and follow school rules and expectations compared with similar other schools.

Irons continues to focus on the whole student by meeting the academic need and addressing the health, fitness, attendance, and safety of all students and staff.

Culture and Climate Strengths

At Irons Jr., High data from the OHI survey indicates that teachers have a voice in decisions made for the campus. Student feedback shows that students feel safe and secure while on campus. Students report that Irons is a warm and welcoming school where teachers care about students' academic and social-emotional success. Students respect and celebrate the diversity that is represented on the Irons Jr. High Campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Excessive disciplinary referrals. **Root Cause:** Lack of fidelity with CHAMPS implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

Community engagement is continually evident at all events at Irons Jr. High. Our community's positive interactions and feedback have been steadfast even with the current restrictions for on campus activities. We currently cannot meet the demand for ticketed events. Our community's Attendance at virtual events has created positive feedback that recommends more significant events in the future. Community communication is driven with bi-weekly newsletters, weekly campus updates, and a social media presence. Our extracurricular booster club membership is climbing every year, and they continue to support the many programs at Irons Jr. High. Even with all the success we are seeing a decline in PTO membership the past few years.

Parent and Community Engagement Strengths

Athletic Booster Club membership has increased yearly.

Cheer Booster Club membership has increased yearly.

Band Booster Club membership has increased yearly.

Bi-weekly newsletters.

Social media presence.

Project mentor.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): PTO membership has declined over the last few years. **Root Cause:** Lack of communication with incoming community members

Priority Problem Statements

Problem Statement 1: ESL students did not meet TELPAS progress rate of 36%

Root Cause 1: Lack of fidelity when implementing listening and speaking and 7 Steps strategies the classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 45% of students achieved meets grade level in Writing

Root Cause 2: Need to move students from formulaic to authentic writing.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Excessive disciplinary referrals.

Root Cause 3: Lack of fidelity with CHAMPS implementation.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: PTO membership has declined over the last few years.

Root Cause 4: Lack of communication with incoming community members

Problem Statement 4 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
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- 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
- 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
- Highly qualified 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
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

- Study of best practices

Goals





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 Meets Grade Level on Reading STAAR Assessment by 6% , and increase Masters and Approaches Grade level on 2021 Reading STAAR Assessment by 3%.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Common Assessments

Summative Evaluation: None

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 1: PLC Planning for specific skill instruction with teacher modeling and defining student success criteria. Strategy's Expected Result/Impact: Increase student reading performance Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: PLC Planning with fidelity for a systematic increase in reading volume for students. Strategy's Expected Result/Impact: Increase student reading performance Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 3: Teacher conferring with students by targeting specific skill strategies with intervention. Strategy's Expected Result/Impact: Increase student reading performance Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Tutoring - State Comp Ed - \$72,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| |
|----------------------------|
| Student Achievement |
|----------------------------|

| |
|--|
| Problem Statement 1: Only 45% of students achieved meets grade level in Writing Root Cause: Need to move students from formulaic to authentic writing. |
| Problem Statement 3: ESL students did not meet TELPAS progress rate of 36% Root Cause: Lack of fidelity when implementing listening and speaking and 7 Steps strategies the classroom. |





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 Meets Grade Level on Writing STAAR Assessment by 6%, and increase Masters and Approaches Grade level on 2021 Writing STAAR Assessment by 3%.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Common Assessments

Summative Evaluation: None

| | | | | |
|--|------------------|------------|-------------|------------------|
| <p>Strategy 1: Maintain the vertical alignment of a Writer's Workshop approach to support the explicit teaching of writing. Strategy's Expected Result/Impact: Increase student writing performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: Incorporate strategies within the workshop approach to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and utilize the use of inquiry by having student read through the lens of a reader and then read as a writer. Having students ask themselves "What is the author doing? How can I do that in my own writing?" Strategy's Expected Result/Impact: Increase student writing performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 3: Professional learning opportunities will be provided to staff on the cross-curricular need of reading and writing in all content areas. Strategy's Expected Result/Impact: Increase student writing performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 2 Problem Statements:

| |
|--|
| Student Achievement |
| Problem Statement 1: Only 45% of students achieved meets grade level in Writing Root Cause: Need to move students from formulaic to authentic writing. |

Problem Statement 3: ESL students did not meet TELPAS progress rate of 36% **Root Cause:** Lack of fidelity when implementing listening and speaking and 7 Steps strategies the classroom.





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 3: Increase 2021 TELPAS Progress measure to 40%

Evaluation Data Sources: TELPAS Assessment, STAAR

Summative Evaluation: None

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 1: Implement Summit K12 Intervention with-in ELA Classrooms. Strategy's Expected Result/Impact: Increase student listening and speaking fluency as measure on TELPAS Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Instructional Supplies - Title III - \$900</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: Implement 7 Steps strategies with fidelity in all classrooms. Strategy's Expected Result/Impact: Increase student listening and speaking fluency as measure on TELPAS Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Problem Statements: Student Achievement 1, 3 Funding Sources: Instructional Supplies - Title III - \$1,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 3: SIOP Training of all new staff. Strategy's Expected Result/Impact: Increase Student Engagement Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 Funding Sources: Tutoring - Title III - \$1,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Only 45% of students achieved meets grade level in Writing Root Cause: Need to move students from formulaic to authentic writing.</p> |
| <p>Problem Statement 3: ESL students did not meet TELPAS progress rate of 36% Root Cause: Lack of fidelity when implementing listening and speaking and 7 Steps strategies the classroom.</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 4: Increase SPED Math Approaches Grade Level on STARR Assessment by 5%, and increase Masters and Meets Grade Level on 2021 STAAR Assessment by 2%.

Evaluation Data Sources: STAAR, District Benchmarks, Campus Common Assessments





Summative Evaluation: None

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 1: Implementation with fidelity of small group instruction focused skills, guided math, and tracking individual progress.</p> <p>Strategy's Expected Result/Impact: Increase math fluency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - State Comp Ed - \$290,646</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: Targeted Intervention with iLearn Math.</p> <p>Strategy's Expected Result/Impact: Increase student math fluency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring - State Comp Ed - \$72,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 3: PLC focus planning on constructing multiple representations of learning.</p> <p>Strategy's Expected Result/Impact: Increase Math Fluency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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.

| | | | | |
|--|------------------|------------|-------------|------------------|
| Strategy 1: Hold monthly meetings with financial secretary to review monthly spending records. Strategy's Expected Result/Impact: Pass all financial audits Staff Responsible for Monitoring: Principal | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| Strategy 2: Hold monthly meetings with PTO President and Treasurer to review financial statements. Strategy's Expected Result/Impact: Pass all financial audits Staff Responsible for Monitoring: Principal | 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.

| | | | | |
|--|------------------|------------|-------------|------------------|
| Strategy 1: Attend and recruit from CISD Teacher Job Fair along with University Job fairs. Strategy's Expected Result/Impact: Highly qualified teachers to impact student learning. Staff Responsible for Monitoring: Administration | 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.

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 1: Utilize campus website, social media, and newsletters to promote campus and district information to parents, families, and community members.</p> <p>Strategy's Expected Result/Impact: Increased awareness of activities and events on campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: Provide opportunities for parents to participate in shared decision making to empower families.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and increase student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Admin</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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.

| | | | | |
|--|------------------|------------|-------------|------------------|
| Strategy 1: To provide continued PBIS training to staff and students . Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | 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.

| | | | | |
|--|------------------|------------|-------------|------------------|
| <p>Strategy 1: Continue training of teachers and staff in technology best practice. Strategy's Expected Result/Impact: Student use of technology will increase classroom engagement strategies leading to increased learning of all students. Staff Responsible for Monitoring: Teacher, Technology Coaches, Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
| <p>Strategy 2: Increase student opportunities for utilizing technology across the curriculum. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</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.

| | | | | |
|--|------------------|------------|-------------|------------------|
| Strategy 1: Create monthly parent newsletters to promote campus and district events. Strategy's Expected Result/Impact: Increase awareness of school and community events. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture | Reviews | | | |
| | Formative | | | Summative |
| | Feb | Apr | July | July |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Personnel for Irons Junior High School

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------------|----------------|------------|
| April Fiedler | Math Teacher | State Comp Ed | 1.00 |
| Ashley Lucas | Math Teacher | State Comp Ed | 1.00 |
| Kayla Bashkatova | Math Teacher | State Comp Ed | 1.00 |
| Laura Fritz | Language Arts Teacher | State Comp Ed | 1.00 |
| Michael Scurto | Math Teacher | State Comp Ed | 1.00 |
| Zachary Hightower | Math Teacher | State Comp Ed | 1.00 |

Plan Notes

| Row Labels | Sum of Amount | Sum of FTE |
|--|----------------------|-------------------|
| Irons | | |
| SCE | | |
| General Supplies | \$15,000 | 0.00 |
| Instructional Support for At-Risk-Students | \$420,646 | 6.00 |
| SCE Total | \$435,646 | 6.00 |
| Title III EL | | |
| Books | \$500 | 0.00 |
| Computer Equipment / AV Supplies | \$300 | 0.00 |
| Extra Duty | \$2,600 | 0.05 |
| General Supplies | \$500 | 0.00 |
| Title III EL Total | \$3,900 | 0.05 |
| Irons Total | \$439,546 | 6.05 |

Campus Funding Summary

| State Comp Ed | | | | | |
|------------------------------------|-----------|----------|------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Tutoring | | \$72,500.00 |
| 1 | 4 | 1 | Tutoring | | \$290,646.00 |
| 1 | 4 | 2 | Tutoring | | \$72,500.00 |
| Sub-Total | | | | | \$435,646.00 |
| Budgeted Fund Source Amount | | | | | \$435,646.00 |
| +/- Difference | | | | | \$0.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Instructional Supplies | | \$900.00 |
| 1 | 3 | 2 | Instructional Supplies | | \$1,500.00 |
| 1 | 3 | 3 | Tutoring | | \$1,500.00 |
| Sub-Total | | | | | \$3,900.00 |
| Budgeted Fund Source Amount | | | | | \$3,900.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$439,546.00 |

Addendums