

Conroe Independent School District
McCullough Junior High School
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

McCullough Junior High celebrates a long history of exceptional student academic achievement as seen in yearly accountability reports. For the 2019 Accountability summary from the Texas Education Agency, McCullough Junior High received an overall A rating. In addition, McCullough Junior High earned 5 distinction designation honors (Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness). Our scores reflect effective teaching as shown by high performance in all subjects. We have specific sub populations that need to receive targeted interventions in order to meet the targets set by the state. On the 2021 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or above:

All subjects - 95% (District 85%)

Reading - 97% (District 83%)

Math - 97% (District 88%)

Writing - 92% (District 78%)

Science - 96% (District 89%)

Social Studies - 91% (District 88%)

In Domain 2, McCullough Junior High is higher than the district average for students who are showing expected or met progress. We also increased growth from 2020-2021 in all three subjects listed below.

Algebra - 99% (district 75%)

Reading - 85% (District 71%)

Math - 80% (District 74%)

Although we are proud of our student performance and growth, we have identified the work that needs to be done to facilitate the growth of every student on campus.

Student Achievement Strengths

The scores of specific sub populations we focused on increased from 2019-2020.

African American-

At Approaches Grade Level or Above: 85% (2019) / 80% (2018)

At Meets Grade Level or Above: 60% (2019) / 46% (2018)

At Masters Grade Level or Above: 31% (2019) / 21% (2018)

Two or More Races-

At Approaches Grade Level or Above: 97% (2019) / 94% (2018)

At Meets Grade Level or Above: 90% (2019) / 83% (2018)

At Masters Grade Level or Above: 70% (2019) / 61% (2018)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students receiving special education services perform lower than the district on state assessments **Root Cause:** Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students

Problem Statement 2: Some students lack the work ethic that is normally evident on our campus. **Root Cause:** Lack of accountability has caused students to not be motivated to perform as well. It is difficult to get students back on track from being virtual for such a long period.

Problem Statement 3 (Prioritized): Some students experienced learning loss in 2020-2021 due to a variety of factors stemming from the pandemic. **Root Cause:** Students experienced challenges with remote learning, lack of organizational and study skills, and social emotional issues.

Problem Statement 4 (Prioritized): The percentage of students in our subpopulation taking honors classes does not reflect the overall demographics of our school. **Root Cause:** Students in our subpopulation are not encouraged to take at least one honors class.

Problem Statement 5 (Prioritized): Our economically disadvantage population struggle to progress and have low performance on standardized exams.

Problem Statement 6: After school tutorial program was utilized to monitor homework rather than student progression.

Problem Statement 7 (Prioritized): Our 7th grade math performance on STAAR fell the furthest compared to other content areas.

Problem Statement 8: The proportion of students demonstrating Mastery is at 79%.

Problem Statement 9: Teachers experience challenges reflecting on student data and creating an action-plan to address student learning needs. **Root Cause:** Not all teachers are trained in having data conversations and planning for next steps after evaluating student data.

Culture and Climate

Culture and Climate Summary

Overall, the campus culture and climate of McCullough Junior High is positive. The faculty and staff feel supported and are encouraged to meet expectations of administrators, parents, and students. The staff at McCullough invests in each other as well as in the lives of our students and this results in a warm, inviting culture. Our teachers and administrators strive to develop and retain successful and exceptional individuals to be part of our community. We are committed to teaching our students about diversity. The parents in our community feel supported and that they are represented fairly in campus decisions.

Through PBIS, students are trained in acceptable behaviors and are aware of high behavioral expectations from the staff. Problems with discipline decreased significantly across the campus with the implementation of several PBIS initiatives. Staff also continuously take bullying seriously so that our students feel safe and supported. Because of the significant decrease in discipline referrals and tardies, this shows that our behavioral interventions are mostly successful.

Our students receive motivational quotes each day through the morning announcements through a program called "Project Wisdom." This offers daily character education messages to build character and social/emotional competencies.

McCullough Junior High has a large selection of campus activities available for students that promoted a large amount of student participation.

Culture and Climate Strengths

- McCullough Junior High celebrates a warm and supportive culture.
- Students feel that school is a safe environment.
- Students at McCullough respect each other and the variety of cultures for our diverse student population.
- Teachers are provided opportunities and feel they have a voice in decisions that are made.
- Administrators work closely with staff in making decisions for the campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: PBIS strategies are employed inconsistently. **Root Cause:** Some strategies were difficult to maintain due to increased demands on teachers' time.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is a strength for our campus. Our parent volunteers serve in many capacities. Parents assist with making copies, assistance in library, staff appreciation luncheons, displaying student projects, and any special events. Our families' have a very positive perception of our school and believe that we are effective in all we do. Parents feel very welcome and supported by both our administrators and teachers. We view their students' education and success as a top priority.

Parent and Community Engagement Strengths

When we have events on campus, it is hard to find room for everyone. The commitment from our families is evident in their mass participation. It is common for us not to have space to seat everyone. We experience success largely due to the commitment of our parents and the support from the community.

Parents feel well informed.

Parents feel like they can approach teachers and administrators with problems.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent participation is strong, but not equal among all student groups. **Root Cause:** Campus needs to find ways to reach under-served families.

Priority Problem Statements

Problem Statement 1: Students receiving special education services perform lower than the district on state assessments

Root Cause 1: Not all teachers are trained to implement achievement and retention strategies that have proven to be successful with special education students

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Parent participation is strong, but not equal among all student groups.

Root Cause 2: Campus needs to find ways to reach under-served families.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: The percentage of students in our subpopulation taking honors classes does not reflect the overall demographics of our school.

Root Cause 3: Students in our subpopulation are not encouraged to take at least one honors class.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Our economically disadvantage population struggle to progress and have low performance on standardized exams.

Root Cause 4:

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Our 7th grade math performance on STAAR fell the furthest compared to other content areas.

Root Cause 5:

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Some students experienced learning loss in 2020-2021 due to a variety of factors stemming from the pandemic.

Root Cause 6: Students experienced challenges with remote learning, lack of organizational and study skills, and social emotional issues.

Problem Statement 6 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 1: Increase the percent of minority students in honors and high school credit courses from 40% to 44%.

HB3 Goal

Evaluation Data Sources: Enrollment data from course registration

Strategy 1 Details
<p>Strategy 1: Encourage students to sign up for at least one honors class during registration.</p> <p>Strategy's Expected Result/Impact: An increased percentage of minorities for 2022-2023</p> <p>Staff Responsible for Monitoring: Principal, counselors, core teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Instructional Materials and tutoring for EL students - Title III - \$1,950</p>
Strategy 2 Details
<p>Strategy 2: Hold additional honors course information sessions to make them more accessible for students.</p> <p>Strategy's Expected Result/Impact: Yield an increase in students that are exposed to honor course opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Make honors Texas History/US History more accessible to students.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in junior high honors courses for Texas History or US History.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 4: The percentage of students in our subpopulation taking honors classes does not reflect the overall demographics of our school. Root Cause: Students in our subpopulation are not encouraged to take at least one honors class.</p>

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 2: Increase this year's 7th grade Math STAAR performance from 55% to 60% Meets for all student groups to bridge gaps and help recover student learning loss.

Evaluation Data Sources: Utilize data from common formative assessments to intervene.

Strategy 1 Details
<p>Strategy 1: Analyze data from common and formative assessments. Math interventionist will push-in to classrooms to provide interventions for students needing support.</p> <p>Strategy's Expected Result/Impact: Demonstrate increased student growth on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, Interventionists</p> <p>TEA Priorities: 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> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Math Interventionist for 2 years Kuljit Dhaliwal - ESSER - \$144,881, At Risk Math Teacher - State Comp Ed - \$71,626</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: Some students experienced learning loss in 2020-2021 due to a variety of factors stemming from the pandemic. Root Cause: Students experienced challenges with remote learning, lack of organizational and study skills, and social emotional issues.</p>

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 3: Increase this year's 7th and 8th grade Language Arts STAAR performance from 80% to 85% Meets.

Evaluation Data Sources: Utilize data from common formative assessments to intervene.

Strategy 1 Details
<p>Strategy 1: Analyze data from common and formative assessments. Language Arts interventionist will push-in to classrooms to provide interventions for students needing support.</p> <p>Strategy's Expected Result/Impact: Demonstrate increased student growth on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, Interventionists</p> <p>TEA Priorities: 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> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: At Risk ELA Teacher - State Comp Ed - \$71,626, ELA Interventionist for 2 years - Heidi Hill - ESSER - \$144,881</p>

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Some students experienced learning loss in 2020-2021 due to a variety of factors stemming from the pandemic. Root Cause: Students experienced challenges with remote learning, lack of organizational and study skills, and social emotional issues.</p>

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 4: Increase this year's 8th grade Social Studies STAAR performance from 66% to 70% Meets.

Evaluation Data Sources: Utilize data from common formative assessments to intervene.

Strategy 1 Details
<p>Strategy 1: Teachers will focus on providing continuous enrichment opportunities for all students no matter their performance level. We will provide teachers with frequent staff development opportunities to increase their level of questioning as well as adding rigor to their lessons</p> <p>Strategy's Expected Result/Impact: Increase higher level thinking which will help increase masters level performance</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 5: Increase this year's 8th grade Science STAAR performance from 86% to 90% Meets.

Evaluation Data Sources: Utilize data from common formative assessments to intervene.

Strategy 1 Details
<p>Strategy 1: Tutorials will be offered after school for students to provide intervention and enrichment opportunities</p> <p>Strategy's Expected Result/Impact: Students will excel in the classroom from extra help.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: At Risk Science Teacher - State Comp Ed - \$72,443</p>

Goal 1: Student Achievement and Post-Secondary Success

McCullough will increase approaches grade level, meets grade level, and masters grade level performances on all subjects in 2021-2022.

Performance Objective 6: All English Learners will show growth in one proficiency level in Reading and Writing by the end of the year.

Evaluation Data Sources: Utilize data from TELPAS.

Strategy 1 Details
<p>Strategy 1: Teachers will use EL student accommodations to help support students.</p> <p>Strategy's Expected Result/Impact: Students will excel in each proficiency level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, LPAC</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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.

Evaluation Data Sources: Audit, inventory

Strategy 1 Details
<p>Strategy 1: Use appropriate funds to provide training opportunities to learn strategies for teachers and staff.</p> <p>Strategy's Expected Result/Impact: Teachers will become more comfortable and have more resources to be successful implementing Marzano's 43 elements.</p> <p>Staff Responsible for Monitoring: Administration; Financial Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details
<p>Strategy 1: Provide mentor support for new teachers and staff. Strategy's Expected Result/Impact: New teachers and staff will be more informed about how the campus runs and will be comfortable with day to day operations to be successful. Staff Responsible for Monitoring: Administrators; Instructional staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: Provide new teachers and veteran teachers with strategies and resources to use with our EL population. Strategy's Expected Result/Impact: The EL population will perform at higher levels than the previous year. Staff Responsible for Monitoring: EL Coordinator; Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Training, Technology, Tutorials - Title III - \$1,950</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: Work jointly with parents and the community to maximize learning for all students through communications, collaborative partnerships and unity of purpose.

Strategy 1 Details
<p>Strategy 1: Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life-threatening situations, disaster/life threatening situations.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of events taking place on campus in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach</p>
Strategy 2 Details
<p>Strategy 2: Provide opportunities for families to be engaged in academic and social events.</p> <p>Strategy's Expected Result/Impact: Families will be able to safely participate in and attend as many events as possible virtually as we have had to make adjustments during this time on capacities during school events.</p> <p>Staff Responsible for Monitoring: Administrators Activity Sponsors CISD Police</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parent participation is strong, but not equal among all student groups. Root Cause: Campus needs to find ways to reach under-served families.</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 2: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Safety Reports, Audits

Strategy 1 Details
<p>Strategy 1: Administrators, teachers, and staff will ensure that everyone on campus is following district protocols for maintaining a safe environment during COVID-19. Examples: adhering to TEA and district quarantining guidelines.</p> <p>Strategy's Expected Result/Impact: The campus will have a minimal exposure/infection rate.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Nurses Staff</p>
Strategy 2 Details
<p>Strategy 2: Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level</p> <p>Strategy's Expected Result/Impact: Staff and students will be aware of how to operate during emergency situations on campus.</p> <p>Staff Responsible for Monitoring: Teachers Staff Administrators CISD Police</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 3: To ensure that all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Parent/Student Feedback

Strategy 1 Details
<p>Strategy 1: Campus will provide a twice monthly newsletter to parents that communicates important information pertaining to school. This will include academic information, athletic updates, student support opportunities, tutorial information, and any other information pertinent to that week.</p> <p>Strategy's Expected Result/Impact: Parents will have a clear understanding of what is happening on campus and know who to contact with any questions they may have.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Coaches Teachers Counselors</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: To ensure teachers and staff utilize data to make informed decisions and adjust instructional practices to improve student performance.

Evaluation Data Sources: Eduphoria

Strategy 1 Details
<p>Strategy 1: Provide meaningful training for teachers on how to administer and facilitate online assessments.</p> <p>Strategy's Expected Result/Impact: Teachers and students will be able to have an online testing experience that will permit solid data tracking of formative and summative assessments using Eduphoria.</p> <p>Staff Responsible for Monitoring: Administrator Instructional Coaches Technology Staff Teachers</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: Tutorials for At-Risk Students - State Comp Ed - \$30,072, Tutorials for At-Risk Students - ESSER - \$17,533</p>
Strategy 2 Details
<p>Strategy 2: Engage in results-oriented data conversations during PLCs</p> <p>Strategy's Expected Result/Impact: Teachers will create an action plan for students based on student performance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Department Chairs, Team Leads, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Utilize October and January staff development session on Marzano's 43 Elements to improve instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will embed Marzano's 43 Elements during planning and class instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Department Chairs, Team Leads</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Marzano's Virtual Workshop - ESSER - \$11,479</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: 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: Usage reports

Strategy 1 Details
<p>Strategy 1: Purchase of one iPad cart to enhance technology opportunities in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will have opportunity to maximize learning experiences with technology.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: iPad Cart to Address At-Risk Learners - State Comp Ed - Title IV - \$11,601, iPad Cart - ESSER - \$11,601</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	At Risk Math Teacher		\$71,626.00
1	3	1	At Risk ELA Teacher		\$71,626.00
1	5	1	At Risk Science Teacher		\$72,443.00
5	1	1	Tutorials for At-Risk Students		\$30,072.00
5	2	1	iPad Cart to Address At-Risk Learners	Title IV	\$11,601.00
Sub-Total					\$257,368.00
Budgeted Fund Source Amount					\$257,368.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials and tutoring for EL students		\$1,950.00
3	1	2	Training, Technology, Tutorials		\$1,950.00
Sub-Total					\$3,900.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math Interventionist for 2 years Kuljit Dhaliwal		\$144,881.00
1	3	1	ELA Interventionist for 2 years - Heidi Hill		\$144,881.00
5	1	1	Tutorials for At-Risk Students		\$17,533.00
5	1	3	Marzano's Virtual Workshop		\$11,479.00
5	2	1	iPad Cart		\$11,601.00
Sub-Total					\$330,375.00
Budgeted Fund Source Amount					\$330,375.00
+/- Difference					\$0.00
Grand Total					\$591,643.00