

**Conroe Independent School District**  
**Moorhead Junior High School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

## Student Achievement

### Student Achievement Summary

Moorhead Junior High will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Our overarching objective is to achieve or exceed state accountability standards for all students in all subject areas. Moorhead Junior High had overall B rating in 2022-2023. We have maintained an overall B rating for the last 5 years.

Our campus also received the following Distinctions for the 2021-22 school year:

#### Social Studies

On the 2022 STAAR, the following scores for all grades show the percentage at Meets Grade Level or Above:

Reading 7- 46% up from 42%

Reading 8- 45% up from 40%

Math 7 - 17% up from 15%

Math- 8 - 45% up from 44%

Science - 43% up from 40%

Social Studies - 26% up from 24%

The faculty at Moorhead Junior High works with its instructional leadership team to disaggregate data after each state assessment by every program and student group. Data is compared to the previous year. The STAAR assessment data indicates a lag with the special education, English Language Learners, and white student group achievement. These groups have not met federal accountability standards and are our targeted groups.

### Math Meets Grade:

White: 49% (Target 55%) in 2019, 36% (Target 55%) in 2021 and 49% (Target 59%) in 2022.

ELL: 37% (Target 40%) in 2019, 18% (Target 40%) in 2021, and 29% (Target 40%) in 2022.

SPED: 20% (Target 23%) in 2019, 20% (Target 23%) in 2021, and 20% (Target 23%) in 2022.

Reading - The white sub pop has not met the federal standard in Reading Achievement.

2018: 45% (Target 60%)

2019: 45% (Target 60%)

2022: 56% (Target 60%)

### Student Achievement Strengths

## Student Achievement Strengths

Moorhead Junior High has put the following initiatives in place to increase student performance and to raise the percentage of students attaining Meets grade level:

Professional Learning Communities that meet 5 days a week in ELA and Math

We use CISD/Marzano's 43 elements as our campus instructional model.

Kagan Cooperative Learning strategies

Double block scheduling for 7th and 8th ELA.

Student Success Center - After School Tutorial Program

Targeted Tutorials

Saturday tutorials

Classroom libraries to bring in culturally diverse literature and age specific and appropriate text.

Support cross-curricular instruction

Increase personnel to decrease class sizes  
Building teacher capacity through allocations for an ELA coach.  
Readers and Writers Workshop  
Guided Math  
Kagan Workshops and monthly professional development on various Elements from Marzano's model  
K-12 Summit  
Ilearn.com  
Weekly Instructional leadership meetings  
Live Wire student clubs to support Social Emotional Learning  
Guest speakers for students  
Girls in Engineering  
Science Fair  
Science Quiz Bowl  
Academic UIL  
6th - 10th grade Vertical Alignment meetings for Reading, Math, Science, and Social Studies

#### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Special Education students are not meeting the Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 2 (Prioritized):** Special education students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 3 (Prioritized):** ESL students are not meeting the Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 4 (Prioritized):** ESL students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 5 (Prioritized):** The number of students that are High School ready are below standards (34% in ELA and 21% in Math). **Root Cause:** Students come to Moorhead from the intermediate school setting below standards.

**Problem Statement 6:** TELPAS scores are below the state minimum percentage.

**Problem Statement 7:** White students are not meeting the Meets Federal passing standard in ELA.

**Problem Statement 8:** White students are not meeting the Federal passing standard for Math.

**Problem Statement 9:** Mastery levels on the STAAR test are below the District average.

**Problem Statement 10:** Too many students are scoring at the Approaches level. We need to move more students to the Meets level in all STAAR tested subjects and in all subgroups.

# Culture and Climate

## Culture and Climate Summary

### Culture and Climate Strengths

**Moorhead Vision:** Each staff member will use **Research-Based Instructional** strategies, incorporate **Effective Student Management** strategies, and will strive to **Encourage Students and Build Relationships** in order to foster a **Positive learning environment**.

Moorhead Junior High is a student- centered school where learning comes first.

#### Core Beliefs

- We will build relationships.
- We will meet our students' needs.
- We model Dignity.
- We believe everyone is Valuable.

We have a generally healthy OHI score at 63.

Our highest scoring areas are:

Optimal Power Equalization 76

Autonomy 74

Morale 73

Innovativeness 73

Our lowest 3 areas are:

Adaptation 43

Resource Utilization 50

Goal Focus 53

## Culture and Climate Strengths

At Moorhead Junior High, all staff will undergo SEL (Social Emotional) training.

At Moorhead Junior High, we consider the hiring of personnel to reflect the cultural and diverse student body a priority.

“All Means All” in Conroe ISD. Every students’ academic, social and emotional needs are a priority.

Moorhead Junior High strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Moorhead Junior High, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Moorhead Junior High, social emotional learning functions as an integral part of the total school environment.

Moorhead Junior High continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

Moorhead Junior High, we engage students, families, and our community as authentic partners in social and emotional development.

Moorhead Junior High provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Moorhead Junior High provides students opportunities to participate in positive behavioral interactions and awards interactions through a student ticket incentive program incorporating the Life

Skills student store.

Moorhead Junior High recognizes students and teachers of excellence through its Student of the Month and Teacher of the Month program.

Moorhead Junior High embraces new teachers through its Mentoring Moments, a new teacher mentoring program.

Our counselors engage students in LIFT and Social Emotional small meeting groups.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Number of discipline office referrals is higher than we would like. **Root Cause:** Lack of structure in classrooms, need to target and prioritize professional development for staff.

**Problem Statement 2:** There is lack of consistency from staff in the implementation of Foundations problems and procedures. **Root Cause:** Not all teachers implement Foundations team / school procedures.

**Problem Statement 3:** The number of out of placements for students is higher than we would like. **Root Cause:** Lack of structure in classrooms, need to target and prioritize professional development for staff in order to reduce the number of referrals written.

# Parent and Community Engagement

## Parent and Community Engagement Summary

### Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Moorhead Junior High is committed to strengthening the partnership between schools and home.

Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with Moorhead Junior High. Some examples include reviewing a child's school work coming home and reading newsletters and

notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Moorhead Junior High will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

Our Parent Involvement initiatives include:

1. Parent/Teacher Organization (PTO)
2. Dazzlers Booster Club
3. Cheer Booster Club
4. Parent Principal Panel
5. Community Night
6. Band, Choir, Orchestra, and Theatre Arts performances
7. Athletic Events
8. Meet the Teacher Night
9. Open House
10. Schedule Information Night
11. 6th Grade Orientation Night
12. Monthly Smore Newsletters
13. Facebook
14. Twitter
15. School Messenger
16. School parent volunteer program

## Parent and Community Engagement Strengths

Moorhead Junior High engages its faculty and staff with the community through various methods. These include local food trucks which are brought in weekly to support local business as well as provide meal options from the school community. Moorhead organizes and hosts various events which welcome parents and community members and engages them in safe and positive activities such as concerts, informational events and student performances.

Moorhead Junior High has an active PTO which engages many parents of the community in activities in the school. Our PTO hosts an annual Moorhead Roller Rink Fundraiser, sponsors a school dance and a Student vs. Staff game, hosts Staff Appreciation Meals, and various other teacher appreciation events. Our PTO also supports our Student Incentive "ticket program" by supplying the school with prizes and small gift cards.

Moorhead Junior High participates in a Tailgating Party which allows parents and teachers to interact at different sporting events. Moorhead partners with the local Crime Stoppers to provide teachers with professional development on issues of cyberbullying, and other health concerns in order to assist teachers in handling issues.

#### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Lack of student participation in after school extra curricular activities whether they are inside or outside of school. **Root Cause:** Students do not have local youth programs, lack of transportation, and other family obligations.

**Problem Statement 2:** Low participation in parent organizations and academic nights. **Root Cause:** Need to create structures in which parent feedback is used to develop parent meeting schedules and structures of academic nights.

# Priority Problem Statements

**Problem Statement 3:** Special Education students are not meeting the Federal passing standard in ELA.

**Root Cause 3:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 1:** Number of discipline office referrals is higher than we would like.

**Root Cause 1:** Lack of structure in classrooms, need to target and prioritize professional development for staff.

**Problem Statement 1 Areas:** Culture and Climate

**Problem Statement 6:** Lack of student participation in after school extra curricular activities whether they are inside or outside of school.

**Root Cause 6:** Students do not have local youth programs, lack of transportation, and other family obligations.

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

**Problem Statement 2:** Special education students are not meeting the Federal passing standard for Math.

**Root Cause 2:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 4:** ESL students are not meeting the Federal passing standard in ELA.

**Root Cause 4:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** ESL students are not meeting the Federal passing standard for Math.

**Root Cause 5:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 7:** The number of students that are High School ready are below standards (34% in ELA and 21% in Math).

**Root Cause 7:** Students come to Moorhead from the intermediate school setting below standards.

**Problem Statement 7 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

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

- Parent engagement rate

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# 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:** White, ELL/EB (Emergent Bilinguals) and SPED sub groups will increase 5% in the Meets category on the 2023 Reading STAAR exam. These sub populations are Targeted sub pops on our campus Federal accountability.

### High Priority

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ELA teams will meet 5 days a week in PLC meetings and SPED teachers will be part of these PLCs meetings. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Asst. principals, Inst. coaches, Team leads  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 3, 5	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead Junior High will use allocated teacher resources to reduce class sizes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Asst. principals, Inst. coaches, Team leads  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Allocated teacher units to reduce class sizes. - State Comp Ed - \$664,157.50	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Moorhead will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Asst. principals, Inst. coaches, Team leads  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Funding to pay teachers for targeted tutoring. - State Comp Ed - \$20,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Moorhead will implement Kagan Cooperative Learning Strategies in ELA. <b>Strategy's Expected Result/Impact:</b> Increased Student Achievement. <b>Staff Responsible for Monitoring:</b> Principal, Asst. principals, Inst. coaches, Team leads  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 3 <b>Funding Sources:</b> Kagan Training - ESSER III - \$6,620, Staff development materials - ESSER III - \$3,120	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Moorhead will purchase literature books and contemporary novels for ELA classes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Asst. principals, Inst. coaches, Team leads  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 1, 3 <b>Funding Sources:</b> Literature books and novels for ELA classes. - ESSER III - \$8,318	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Special Education students are not meeting the Federal passing standard in ELA. <b>Root Cause:</b> Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
<b>Problem Statement 3:</b> ESL students are not meeting the Federal passing standard in ELA. <b>Root Cause:</b> Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

<b>Student Achievement</b>
<b>Problem Statement 5:</b> The number of students that are High School ready are below standards (34% in ELA and 21% in Math). <b>Root Cause:</b> Students come to Moorhead from the intermediate school setting below standards.


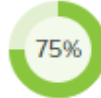




## Goal 1: Student Achievement and Post-Secondary Success







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:** White, ELL/EB (Emergent Bilinguals) and SPED sub groups will increase 5% in the Meets category on the 2023 Math STAAR exam. These sub populations are Targeted sub pops on our campus Federal accountability.

### High Priority

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Math teams will meet 5 days a week in PLC meetings SPED teachers will be part of these PLCs meetings. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 2, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead Junior High will use allocated teacher resources to reduce class sizes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Funding Sources:</b> Gen Ed Teacher Allocation - ESSER III - \$79,995, Allocated teacher units to reduce class size. - State Comp Ed - \$464,910.25	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Moorhead teachers will provide Saturday tutoring, weekday targeted tutoring and after school homework assistance in the Student Success Center. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Team leaders  - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> Reduced class size to address the learning needs of all At-Risk students - State Comp Ed - \$20,000	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Moorhead will allocate one math teacher to serve as an interventionist. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2, 4, 5 <b>Funding Sources:</b> Math Interventionist - ESSER II - \$61,250	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Moorhead will implement Kagan Cooperative Learning Strategies in Math. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> Kagan Prof. Development - ESSER III - \$6,620	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Moorhead will implement Guided Math strategies along with support from our district and campus coaches through in class observations, and professional development. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 2, 4	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:











Student Achievement
<b>Problem Statement 2:</b> Special education students are not meeting the Federal passing standard for Math. <b>Root Cause:</b> Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
<b>Problem Statement 4:</b> ESL students are not meeting the Federal passing standard for Math. <b>Root Cause:</b> Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.
<b>Problem Statement 5:</b> The number of students that are High School ready are below standards (34% in ELA and 21% in Math). <b>Root Cause:</b> Students come to Moorhead from the intermediate school setting below standards.

## 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:** ELL/EB student scores will increase by 10% on the English Language Proficiency standard on the 2023 TELPAS exam.

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Moorhead will utilize the K-12 Summit program to help raise our EB students TELPAS rates. <b>Strategy's Expected Result/Impact:</b> ESL students will meet the English Language Proficiency standard. <b>Staff Responsible for Monitoring:</b> Principal Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> EL materials and software - Title III - \$8,100	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will hire an additional ESL teacher <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Funding for an additional teacher unit. - ESSER II - \$61,250	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











## 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:** Science student scores will increase by 5% in the Meets category on the 2023 STAAR Exam in all sub pops.

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Science teams will meet 2- 3 days a week in PLC meetings and will implement the PLC process with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead teachers will provide weekday targeted tutoring and after school homework assistance in the Student Success Center. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Team leaders  <b>Funding Sources:</b> Funding to provide targeted tutorials for students. - State Comp Ed - \$13,208.13	Formative			Summative
	Oct	Dec	Mar	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Moorhead Junior High will use allocated teacher resources to reduce class sizes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Funds will be used to hire additional staff to reduce class size. - State Comp Ed - \$265,663	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Moorhead Junior High teachers will implement Kagan Cooperative Learning in Science classes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Kagan Cooperative Learning - ESSER III - \$6,620	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				












## 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:** History student scores will increase by 5% in the Meets category on the 2023 STAAR Exam in all sub pops.

**Evaluation Data Sources:** Common Formative Assessments, STAAR test data, summative and formative assessments, exit tickets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> History teams will meet 2-3 times per week in PLC meetings. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead Junior High will use allocated teacher resources to reduce class sizes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Reduced class size to address the learning needs of At-Risk students - State Comp Ed - \$132,831	Formative			Summative
	Oct	Dec	Mar	June
				











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Moorhead teachers will provide weekday targeted tutoring and after school homework assistance in the Student Success Center. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Team leaders  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> After school and Saturday Tutorials - State Comp Ed - \$13,208.12	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Moorhead teachers will incorporate Kagan Cooperative Learning structures in History classes. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach Team Leaders  <b>Funding Sources:</b> Kagan - ESSER III - \$6,620	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will hire a history intervention teacher for the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> Increased History scores in the Meets and Masters. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> History interventionist teacher unit. - ESSER III - \$79,995	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## 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:** Monthly budget review, statements











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Moorhead will effectively manage monetary resources by allocating money to each department. <b>Strategy's Expected Result/Impact:</b> Funds are divided equally and budget money is used responsibly. <b>Staff Responsible for Monitoring:</b> Principal and principal's secretary  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead will allocate a percentage of budget to use to train teachers in current and best instructional practices. <b>Strategy's Expected Result/Impact:</b> Higher student achievement. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## 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 2:** Moorhead administrators will support teachers and staff with instruction, student management, and parent communications.

**Evaluation Data Sources:** Benchmarks, CFAs, STAAR, discipline data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will attend PLC meetings with fidelity <b>Strategy's Expected Result/Impact:</b> Increase in PLC productivity <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Asst. principals will assign each referral a consequence and make a phone call home for each referral. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:





Culture and Climate
<b>Problem Statement 1:</b> Number of discipline office referrals is higher than we would like. <b>Root Cause:</b> Lack of structure in classrooms, need to target and prioritize professional development for staff.








### 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.

**Evaluation Data Sources:** PIEMS data, certification records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide mentor support for beginning teachers through Mentoring Moments at Moorhead and by providing opportunities to attend high quality workshops and trainings. <b>Strategy's Expected Result/Impact:</b> Recruitment of highly qualified teachers an staff. <b>Staff Responsible for Monitoring:</b> Principal Asst. principals Instructional Leadership Team	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Admin will attend job fairs hosted by universities, and Conroe ISD. <b>Strategy's Expected Result/Impact:</b> Recruitment of highly qualified candidates. <b>Staff Responsible for Monitoring:</b> Administrative staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will hire an additional asst. principal <b>Strategy's Expected Result/Impact:</b> Decreased student discipline. Increased teacher morale and support. Stronger school safety. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Assistant Principal - ESSER II - \$61,250	Formative			Summative
	Oct	Dec	Mar	June
				







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will hire an additional counselor <b>Strategy's Expected Result/Impact:</b> Decrease in student mental health issues. Increase in staff and student support. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Counselor - ESSER II - \$61,250	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

#### 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:** Moorhead Staff will work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. Moorhead Administration will work to effectively communicate with parents through newsletters, school messenger (texts/emails), and social media.

**Evaluation Data Sources:** School Messenger Data, Smore.com data, VIEW IT data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide incentives for students to stay after school for tutoring through healthy snacks. <b>Strategy's Expected Result/Impact:</b> Increased student participation in tutorials, clubs, and sports. <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead will provide opportunities at school for families to be engaged in academic and social events. <b>Strategy's Expected Result/Impact:</b> Higher percentage of parent involvement. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principals Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 1 Problem Statements:

## Parent and Community Engagement






**Problem Statement 1:** Lack of student participation in after school extra curricular activities whether they are inside or outside of school. **Root Cause:** Students do not have local youth programs, lack of transportation, and other family obligations.

#### 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:** Moorhead Junior High staff will complete all required fire drills, shelter in place drills, lock down drills, etc.

**Evaluation Data Sources:** EOP, and submitted data






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will practice and complete all drills with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased students safety and proper teacher response to emergencies. <b>Staff Responsible for Monitoring:</b> Admin, Safety coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### 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:** Moorhead Administration will work to effectively communicate with parents through newsletters, school messenger (texts/emails), and social media.

**Evaluation Data Sources:** Data from School Messenger, Data from Smore.com

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Moorhead will provide communications in English and Spanish, regarding campus initiatives, programs, meetings and activities through a variety of media sources. <b>Strategy's Expected Result/Impact:</b> Informed parents and community members. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

#### Performance Objective 3 Problem Statements:







Parent and Community Engagement
<b>Problem Statement 1:</b> Lack of student participation in after school extra curricular activities whether they are inside or outside of school. <b>Root Cause:</b> Students do not have local youth programs, lack of transportation, and other family obligations.

#### 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 4:** Moorhead Staff will strive to reduce the number of discipline referrals for the 22-23 school year.

**Evaluation Data Sources:** VIEW IT data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBIS committee Staff Development <b>Strategy's Expected Result/Impact:</b> Staff development will better prepare our Foundations committee to develop structures, train staff in campus Foundations procedures. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Culture and Climate 1	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our district instructional coach with Student Support Services will work with teachers one on one to implement Tier 1 classroom structures. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to effectively manage students in the classroom. <b>Staff Responsible for Monitoring:</b> Admin, District Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 4 Problem Statements:

## Culture and Climate











**Problem Statement 1:** Number of discipline office referrals is higher than we would like. **Root Cause:** Lack of structure in classrooms, need to target and prioritize professional development for staff.

#### 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 5:** Moorhead staff will ensure that all students have submitted vaccination records, and completed health screenings.







**Evaluation Data Sources:** Nurse records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will fund our campus nurse through December 2022. <b>Strategy's Expected Result/Impact:</b> Increased student safety and well being. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Funding for campus nurse - ESSER III - \$22,971	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The district will fund our campus nurse aide through December 2022. <b>Strategy's Expected Result/Impact:</b> Increased students safety and well being. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Funding for campus nurse aide - ESSER III - \$13,173	Formative			Summative
	Oct	Dec	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

## 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 that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Moorhead will increase student opportunities for utilizing technology across the curriculum areas. We will purchase additional Chromecarts available funds to enhance student instruction. <b>Strategy's Expected Result/Impact:</b> Students will have access to current technology. Teachers will incorporate technology into their lessons making learning more engaging. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moorhead will increase student opportunities for utilizing technology across the curriculum. <b>Strategy's Expected Result/Impact:</b> Students will have access to current technology. Teachers will incorporate technology into their lessons making learning more engaging. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principals Inst. Coaches  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## 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:** The Moorhead Instructional Leadership Team will develop the framework for our campus PLC (Professional Learning Community) process and implement it in all subject areas with fidelity.

**Evaluation Data Sources:** Lesson plans, team meeting agenda

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The Moorhead Instructional Leadership Team will review and refine the PLC process for our school and set expectations for its delivery in PLC meetings. <b>Strategy's Expected Result/Impact:</b> Well planned, effective instruction in all classrooms. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principals Inst. Coaches Team Leads  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4		Formative			Summative
		Oct	Dec	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teacher will attend professional development on the PLC process. <b>Strategy's Expected Result/Impact:</b> Increased understanding and effectiveness of the PLC process at our school. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Teacher professional development - ESSER III - \$4,679		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 2 Problem Statements:

## Student Achievement

**Problem Statement 1:** Special Education students are not meeting the Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 2:** Special education students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 3:** ESL students are not meeting the Federal passing standard in ELA. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

**Problem Statement 4:** ESL students are not meeting the Federal passing standard for Math. **Root Cause:** Additional teacher professional development and differentiation in classrooms needed to address gaps in academic knowledge.

# State Compensatory

## Budget for Moorhead Junior High School

**Total SCE Funds:** \$1,593,978.00

**Total FTEs Funded by SCE:** 11.5

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

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## Personnel for Moorhead Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandria Davis	Math	0.5
Alicia Villarreal	Science	1
Chelsea Mathews	ELA	1
Ja'Keia Brooks	ELA	1
Jeffrey Bruno	Math	1
John Waters	History	1
Katelyn Copeland	ELA	1
Lauryn Groppe	ELA	1
Lora James	ELA	1
Rayshuna Miller	Math	1
Rhonda Ceaser	Science	1
William Becerra	Math	1

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EL materials and software		\$8,100.00
Sub-Total					\$8,100.00
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Allocated teacher units to reduce class sizes.		\$664,157.50
1	1	3	Funding to pay teachers for targeted tutoring.		\$20,000.00
1	2	2	Allocated teacher units to reduce class size.		\$464,910.25
1	2	3	Reduced class size to address the learning needs of all At-Risk students		\$20,000.00
1	4	2	Funding to provide targeted tutorials for students.		\$13,208.13
1	4	3	Funds will be used to hire additional staff to reduce class size.		\$265,663.00
1	5	2	Reduced class size to address the learning needs of At-Risk students		\$132,831.00
1	5	3	After school and Saturday Tutorials		\$13,208.12
Sub-Total					\$1,593,978.00
Budgeted Fund Source Amount					\$1,593,978.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Math Interventionist		\$61,250.00
1	3	2	Funding for an additional teacher unit.		\$61,250.00
3	1	3	Assistant Principal		\$61,250.00
3	1	4	Counselor		\$61,250.00
Sub-Total					\$245,000.00
Budgeted Fund Source Amount					\$245,000.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Kagan Training		\$6,620.00
1	1	4	Staff development materials		\$3,120.00
1	1	5	Literature books and novels for ELA classes.		\$8,318.00
1	2	2	Gen Ed Teacher Allocation		\$79,995.00
1	2	5	Kagan Prof. Development		\$6,620.00
1	4	4	Kagan Cooperative Learning		\$6,620.00
1	5	4	Kagan		\$6,620.00
1	5	5	History interventionist teacher unit.		\$79,995.00
4	5	1	Funding for campus nurse		\$22,971.00
4	5	2	Funding for campus nurse aide		\$13,173.00
5	2	2	Teacher professional development		\$4,679.00
Sub-Total					\$238,731.00
Budgeted Fund Source Amount					\$238,731.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,085,809.00
Grand Total Spent					\$2,085,809.00
+/- Difference					\$0.00