

Conroe Independent School District
Washington Alternative
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Washington Alternative High School 2021 Overall Texas Accountability Rating

Student Achievement - Washington Alternative High School = 34

The number of students who satisfied the Meets Grade Level Standard are as follows:

All Subjects - 31% - all students

ELA Reading - 25% - all students

Algebra I - 0% - all students

Biology - 27% - all students

US History - 53% all students

Student Achievement Strengths

Washington Alternative High School serves as a resource for CISD that encompasses non-traditional learners and increases the graduation rates through academic strategies that go beyond the traditional classroom with diverse learning environments. The organization utilizes teaching methods which includes self-paced computer assisted instruction, accelerated learning, credit recovery, traditional instruction, small teacher to student ratios, and individual differentiated instruction. Washington provides an environment of acceptance and encouragement to enable all students to achieve academic, vocational, and social goals including an emphasis on emotional support and post-secondary objectives of every student.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the Meets standard in ELA on the 2020 - 2021 STAAR exam for accountability. **Root Cause:** Teachers are not successful in teaching students to decode words for better reading comprehension.

Problem Statement 2 (Prioritized): Washington's All Students group did not meet the Meets standard in Math on the 2018-2019 STAAR exam for accountability. **Root Cause:** Teachers are not successful in teaching math strategies that helps all students gain mastery.

Problem Statement 3 (Prioritized): Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2018-2019 STAAR exam for accountability. **Root Cause:** Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

Problem Statement 4: Writing continues to be an area of weakness within all student groups. **Root Cause:** Students are coming to us at a deficit in both learning and credits. The majority of Washington students are credit deficient in core subjects and lack the skills to be academically successful.

Problem Statement 5: Poor student attendance continues to be an issue that has a negative impact on student academic performance. **Root Cause:** Lack of good school attendance and effects of the COVID pandemic

Problem Statement 6 (Prioritized): Washington's graduates TSI ELA readiness decreased in 2021. **Root Cause:** Lack of attendance and effects of the COVID pandemic.

Problem Statement 7: Washington's graduates TSI Math readiness scores decreased from 9% to 7%. **Root Cause:** Most of our students are on the foundation only graduation plan that does not require Algebra II and TSI readiness requires Algebra II.

Problem Statement 8 (Prioritized): Washington's graduates had only 4% IBC completion. **Root Cause:** Washington was not aware of the certification programs available to our students until April of the 2021 school year.

Culture and Climate

Culture and Climate Summary

At Washington Alternative High School, recognizes and appreciates cultural differences. Washington is committed to the social, emotional, behavioral, and academic success of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Washington High School follows the measures to mitigate the spread of COVID-19.

Culture and Climate Strengths

At Washington, hiring campus personnel to reflect the cultural and diverse student body is a priority.

"All Means All" at Washington High School. Every Students' academic, social and emotional needs are a priority.

Washington strives to ensure a safe and orderly environment conducive to learning for all students and staff.

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

Washington High School continues to promote Safe Schools through Safe Schools trainings to keep our school, students, and staff safe.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a steady influx of new students that requires teachers to constantly adjust their lessons to accommodate the new learners. **Root Cause:** The application process for Washington is an ongoing process throughout the year and we take students as they apply.

Problem Statement 2: The staff cohesiveness as measured by the OHI has steadily decreased over the past few years.

Problem Statement 3: Teachers feel stressed, overworked and under-appreciated.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Washington Alternative HS 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 the school. 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.

Parent and Community Engagement Strengths

Washington Alternative HS has expanded communication to include a variety of forums such as twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Community resource systems have embraced our campus to address identified needs of students.

Washington Alternative HS provides emergency communications to families in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement is inconsistent due to the economic diversity of our families.

Problem Statement 2: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being.

Problem Statement 3 (Prioritized): The demand for more effective parent communication has become more critical. **Root Cause:** The impact of COVID on student attendance, and student learning gap have increased the necessity to establish more frequent and clearer line of communication with parents.

Priority Problem Statements

Problem Statement 1: Washington's All Students group did not meet the Meets standard in Math on the 2018-2019 STAAR exam for accountability.

Root Cause 1: Teachers are not successful in teaching math strategies that helps all students gain mastery.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the Meets standard in ELA on the 2020 - 2021 STAAR exam for accountability.

Root Cause 2: Teachers are not successful in teaching students to decode words for better reading comprehension.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Washington's All Students, Hispanic, White, and EcoDis. sub populations group did not meet the CCMR standards on the 2018-2019 STAAR exam for accountability.

Root Cause 3: Washington HS has a 90% or more at-risk student population. The majority of these students arrive at Washington behind their graduation cohort, STAAR Test incomplete and credit deficient in core subjects. Students are reluctant to complete most CTE certifications if it means staying in school longer, regardless of the potential benefits.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a steady influx of new students that requires teachers to constantly adjust their lessons to accommodate the new learners.

Root Cause 4: The application process for Washington is an ongoing process throughout the year and we take students as they apply.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Washington's graduates had only 4% IBC completion.

Root Cause 5: Washington was not aware of the certification programs available to our students until April of the 2021 school year.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Washington's graduates TSI ELA readiness decreased in 2021.

Root Cause 6: Lack of attendance and effects of the COVID pandemic.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: The demand for more effective parent communication has become more critical.

Root Cause 7: The impact of COVID on student attendance, and student learning gap have increased the necessity to establish more frequent and clearer line of communication with parents.

Problem Statement 7 Areas: Parent and Community Engagement

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: All student groups will increase 5% on the STAAR exam for Reading.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR exam

Quarterly Assessments

Common Assessments

Strategy 1 Details

Strategy 1: Washington will continue to utilize reduced class sizes to meet the needs of the students through small group instruction and differentiated strategies for our students.

Strategy's Expected Result/Impact: Students will meet the Meets standard on the Reading STAAR exam.

Staff Responsible for Monitoring: Principal

Counselor

Teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,097,970.50

Strategy 2 Details

Strategy 2: Washington Alternative HS will increase student achievement in our EL population to meet the meets standard in Reading by providing rigorous learning opportunities, curriculum, and resources that meet students' needs for achieving exemplary academic and post-secondary success.

Strategy's Expected Result/Impact: Increased student achievement on TELPAS

Increased student achievement on STAAR

Increased student performance in the classroom

Student achievement will increase in English Language proficiency standard

Staff Responsible for Monitoring: Principal

Teachers

Paraprofessionals

TEA Priorities: Build a foundation of reading and math

Funding Sources: Bilingual Teacher - Title III - \$50,000, Paraprofessional - Title III - \$25,000, Tutoring, Instructional Materials - Title III - \$3,000

Strategy 3 Details

Strategy 3: Washington HS will provide targeted tutorials in reading.

Strategy's Expected Result/Impact: Students will meet expected targeted results on the Reading STAAR/EOC exam.

Staff Responsible for Monitoring: Principal

ELA Team

Interventionist

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Funding Sources: Tutoring, Instructional Supplies - State Comp Ed - \$9,538, Part Time Interventionist - ESSER - \$61,532

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: All student groups will increase their scores by 5% on the Math STAAR exam.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR exam

Quarterly Assessments

Common Assessments

Strategy 1 Details

Strategy 1: Washington HS will continue to utilize the Aleks program in conjunction with highly qualified teachers to ensure that all student groups will increase 5% on the Math STAAR exam.

Strategy's Expected Result/Impact: Increased student achievement on STAAR

Increased student performance in the classroom

Student achievement will increase in Math proficiency standard

Staff Responsible for Monitoring: Principal

Math Team Lead

Math Teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: Washington will continue to utilize reduced class sizes to meet the needs of the students through small group instruction and differentiated strategies for our students.

Strategy's Expected Result/Impact: Students will meet the Meets standard on the Math STAAR/EOC exam.

Staff Responsible for Monitoring: Principal

Math Team Lead

Math Teachers

TEA Priorities: Build a foundation of reading and math

Funding Sources: Gen. Ed. teachers for At-Risk Students - State Comp Ed - \$1,097,970.50

Strategy 3 Details

Strategy 3: Washington HS will provide targeted tutorials in math.

Strategy's Expected Result/Impact: Students will meet expected targeted results of increasing their scores by 5% on the math STAAR exam.

Staff Responsible for Monitoring: Principal

Math Team

TEA Priorities: Build a foundation of reading and math

Funding Sources: Tutoring, Instructional Materials - State Comp Ed - \$9,538

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: All student groups will meet the CCMR performance standards.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR exam

Strategy 1 Details
<p>Strategy 1: Washington HS will ensure that all seniors take the TSI in the spring semester. Strategy's Expected Result/Impact: Students will meet the CCMR requirements for the STAAR accountability exam. Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Part Time Counselor - ESSER - \$43,959</p>
Strategy 2 Details
<p>Strategy 2: Washington HS will conduct quarterly tracking and reporting of CCMR indicators. Strategy's Expected Result/Impact: Students will meet the CCMR requirements for the STAAR accountability exam. Staff Responsible for Monitoring: Principal Counselor Part Time Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Part Time Counselor - ESSER - \$43,959</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 4: All students will meet the Federal Graduation Rate for the STAAR accountability.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR exam

Strategy 1 Details
<p>Strategy 1: Washington HS will work closely with the other high schools in the district to identify those students who are behind in their graduation credits.</p> <p>Strategy's Expected Result/Impact: Students will be able to graduate in the 4 yr Federal Graduation rate instead of a 5 yr or 6 yr graduation rate.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 5: Overall student performance on the TSI ELA will increase by 5%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TSI

Strategy 1 Details
<p>Strategy 1: Washington's Math and ELA teachers will closely examine the requirements of the TSI and use this information to provide targeted instruction for students.</p> <p>Strategy's Expected Result/Impact: Students will receive quality instruction and learn instructional strategies that will enhance their success on the TSI.</p> <p>Staff Responsible for Monitoring: ELA Teachers Math Teachers Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</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: Washington HS Budget Report

Strategy 1 Details
<p>Strategy 1: Washington Alternative HS will maintain fiscal responsibility and maintain regular communication with Activity Accounts Manager and Budget/Travel/Business Accounts Manager to ensure that all expenditures align with campus vision.</p> <p>Strategy's Expected Result/Impact: Washington Alternative HS will have not discrepancies related to expenditures and financial records.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary</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 2: Increase the effectiveness of how the staff functions as a team by increasing the Cohesiveness dimension as measured by the OHI.

Evaluation Data Sources: OHI

Strategy 1 Details
<p>Strategy 1: All staff members will be assigned to at least one of five committees that are designed to improve school function and staff cohesiveness.</p> <p>Strategy's Expected Result/Impact: Staff members will meet regularly and work together to solve problems related to their assigned committee's responsibilities.</p> <p>Staff Responsible for Monitoring: Principal Counselor Staff members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</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.

Evaluation Data Sources: Washington's HQ report

Strategy 1 Details
<p>Strategy 1: Washington Alternative HS attends the CISD Job Fair as well as other job fairs to recruit highly qualified teachers and staff for all students.</p> <p>Strategy's Expected Result/Impact: Washington Alternative HS will have a 100% HQ staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</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: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Student surveys, staff surveys, and discipline report

Strategy 1 Details
<p>Strategy 1: Washington HS will implement the Foundations framework which establishes a preventative, positive, multi-tiered continuum of evidence based behavioral competence of students.</p> <p>Strategy's Expected Result/Impact: The Foundations team consisting of staff members will be trained how to collect and analyze data, identify and rank a manageable number of priorities for improvement, and guide the staff in revising, adopting, and implementing new policies and procedures.</p> <p>Staff Responsible for Monitoring: Principal Foundations Team</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Washington will utilize social media platforms such as Facebook and Twitter, Smore newsletter, and School Messenger to maintain an open and clear line of communication with parents.

Evaluation Data Sources: Washington Facebook, Twitter, School Messenger, and Smore Newsletter

Strategy 1 Details
<p>Strategy 1: Washington HS will send out a monthly Smores to parent and maintain a presence on social media platforms.</p> <p>Strategy's Expected Result/Impact: Improve lines of communication with parents.</p> <p>Staff Responsible for Monitoring: Principal Librarian</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Washington HS will utilize feedback from parent meetings, and parent surveys to collect data and monitor the culture and climate of the school.

Evaluation Data Sources: Parent surveys, and attendance from parent meetings.

Strategy 1 Details
<p>Strategy 1: Washington HS will send out a survey to parents at end of semester to collect data on the culture and climate of the school</p> <p>Strategy's Expected Result/Impact: Collected data will be analyze and used to make changes to improve the culture and climate of the school.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Washington HS will 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: Classroom Observations

Strategy 1 Details
<p>Strategy 1: Provide staff development on integration of technology across the curriculum.</p> <p>Strategy's Expected Result/Impact: Enhance knowledge and skills of teachers to improve student achievement.</p> <p>Staff Responsible for Monitoring: Principal Teachers District Technology Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</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: Washington HS will utilize the talents of an ELA interventionist and district instructional coaches to address student learning loss.

Evaluation Data Sources: STAAR ELA EOC

Strategy 1 Details
<p>Strategy 1: Provide staff development on the use of Branching Minds.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to identify, monitor, and address students' learning loss.</p> <p>Staff Responsible for Monitoring: Principal Teachers District Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</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 3: The Washington teaching staff will be trained on the strategies of The Fundamental 5. The Fundamental 5 empowers teachers with effective strategies that improves instruction.

Evaluation Data Sources: Classroom Observations

Strategy 1 Details
<p>Strategy 1: Provide staff development on The Fundamental 5.</p> <p>Strategy's Expected Result/Impact: The Fundamental 5 will equip teachers with instructional practices that help make learning stick and can be used in any classroom, and with any subject.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</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	1	1	General Education Teachers for At-Risk Students		\$1,097,970.50
1	1	3	Tutoring, Instructional Supplies		\$9,538.00
1	2	2	Gen. Ed. teachers for At-Risk Students		\$1,097,970.50
1	2	3	Tutoring, Instructional Materials		\$9,538.00
Sub-Total					\$2,215,017.00
Budgeted Fund Source Amount					\$2,215,017.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual Teacher		\$50,000.00
1	1	2	Paraprofessional		\$25,000.00
1	1	2	Tutoring, Instructional Materials		\$3,000.00
Sub-Total					\$78,000.00
Budgeted Fund Source Amount					\$78,000.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Part Time Interventionist		\$61,532.00
1	3	1	Part Time Counselor		\$43,959.00
1	3	2	Part Time Counselor		\$43,959.00
Sub-Total					\$149,450.00
Budgeted Fund Source Amount					\$149,450.00
+/- Difference					\$0.00
Grand Total					\$2,442,467.00