

# Lamar Consolidated Independent School District

## Briscoe Junior High

### Campus Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 15, 2020

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Briscoe Demographic information:

African American: 22.8%

Hispanic: 33.6%

White: 31%

Asian: 8.8%

Eco. Disadvantaged: 31.4%

EL: 10.5%

SPED: 9.1%

Mobility Rate: 7.6%

# Student Learning

## Student Learning Summary

Based on the 2018-19 STAAR, Briscoe received distinction in *Comparative Closing the Gaps* and *Post-Secondary Readiness*.

Briscoe received an overall A score (94) for 2018-19.

-Student Achievement (91)

-School Progress (91)

-Closing the Gaps (100)

## **School Processes & Programs**

### **School Processes & Programs Summary**

Briscoe has a 30 minute advisory period each day where teachers can pull students for reteach and reassessment.

Teachers have access and utilize Eduphoria for assessments and data.

Teachers use Canvas to provide instruction to on campus and virtual learners.

Teachers use programs such as Lead4ward to design lesson plans and assessments.

Teachers participate in PLC's in order to identify the levels of their students and how exactly to help them grow.

Teachers utilize ESL facilitator to obtain teaching strategies to help EL population.

# Perceptions

## Perceptions Summary

Briscoe provides academic/athletic/Fine art pep rallies (3 for the year) to recognize students where parents are invited.

Fine Arts provides numerous performances throughout the year for the school and community.

Site based committee meets periodically to discuss school issues.

Counselors recognize students on a weekly basis who have exhibited the monthly character trait (Character Counts).

Based on the 2019-2020 Climate Survey, parents rated the overall quality of Briscoe at 96%.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data



- Budgets/entitlements and expenditures data

# Goals

**Goal 1: During the 2020-2021 school year, all 8th grade Social Studies and Science students will improve in Meets and Masters by 5% as measured by the 2020-2021 Social Studies and Science TEA Interim assessments and STAAR exams.**

**Performance Objective 1:** Develop and train the 8th grade Social Studies and Science teams on effective PLC planning and implementation.

**Evaluation Data Sources:** Agenda

- Attend PLC meetings
- Lesson Plans
- Walk throughs
- Assessment data
- Canvas EL Gateway

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide instructional support to the 8th grade Social Studies and Science teams using the 4 Essential Guiding Questions in the PLC process and facilitate how to use data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst Principals Academic Facilitator PLC Guiding Coalition</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Ensure use and knowledge of Lead4ward resources and documents to guide PLC planning and teacher instruction</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Facilitator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Disaggregate STAAR data in Eduphoria Aware to determine strengths and weaknesses of individual objectives and to focus on strategies needed to improve student mastery of each learning objective, specifically, those students who struggled prior to and during COVID.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Facilitators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> Facilitators will model and provide Sheltered Instruction Strategies to aid teachers in differentiated instruction for Special Education and ELL students using strategies to build and retain content and language vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5% among our SPED and ELL population.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers ESL Facilitator SPED Staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$67,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 1:** During the 2020-2021 school year, all 8th grade Social Studies and Science students will improve in Meets and Masters by 5% as measured by the 2020-2021 Social Studies and Science TEA Interim assessments and STAAR exams.

**Performance Objective 2:** Ensure all 8th grade Social Studies and Science teachers have additional structured intervention time for identified students, such as those who were struggling prior to COVID, utilizing daily 30 minute Advisory time.

**Evaluation Data Sources:** Agenda

- Attend PLC meetings
- Lesson Plans
- Walk throughs
- Assessment data
- Canvas EL Gateway

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide the 8th grade Social Studies and Science teams with intervention strategies, such as small group tutorials focusing on academic vocabulary to show growth from all our populations, such as the ELs, on the 2020 STAAR exam.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst Principals Academic Facilitator PLC Guiding Coalition</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Ensure our Department Chair and academic facilitator have the necessary resources/materials to support teachers with effective intervention instruction, such as Mentoring Minds and Problem Attic.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Based on data, tutorials will be provided to target additional interventions, materials and provide additional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters on 2020-21 STAAR of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Facilitators, and Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** By June 2021, Briscoe Junior High will improve the academic achievement of economically disadvantaged students in Math and Reading by 5% in Meets and Masters as measured by the 2020-21 Benchmark exam and STAAR Exam.

**Performance Objective 1:** Provide rigorous instruction for economically disadvantaged students to increase academic achievement in Math and Reading.





**Evaluation Data Sources:** Assessment data

Attend PLC meetings

Walk throughs

Department Meetings

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Disaggregating data by sub population using Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Math in Meets and Masters by 5% from our economically disadvantaged student population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst Principals Academic Facilitator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide before and after school tutorials including economically disadvantaged students both on campus and in Zoom sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Math in Meets and Masters by 5% from our economically disadvantaged student population.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Facilitators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,708</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Students, such as Els, will set their own goals and track their growth progress weekly for assessments on a data tracking sheet and reflect after each entry.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Math in Meets and Masters by 5% from our economically disadvantaged student population.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Facilitators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** By June 2021, Briscoe Junior High will improve the academic achievement of economically disadvantaged students in Math and Reading by 5% in Meets and Masters as measured by the 2020-21 Benchmark exam and STAAR Exam.

**Performance Objective 2:** Improve Tier 1 instruction in every 7th and 8th grade Math and Reading class.





**Evaluation Data Sources:** Assessment data

Attend PLC meetings

Walk throughs

Department Meetings

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop effective instructional strategies to address off-target learning gaps in Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Math in Meets and Masters by 5% from our economically disadvantaged student population.</p> <p><b>Staff Responsible for Monitoring:</b> Department Head Teachers Facilitators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Facilitator will recommend professional development support opportunities utilizing the District offerings from the Reading and Math Coaches (STRIVE).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Reading and Math in Meets and Masters by 5% from our economically disadvantaged student population.</p> <p><b>Staff Responsible for Monitoring:</b> Facilitator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** During the 2020-2021 school year, all teachers at Briscoe JH will utilize Canvas, Zoom, and Edgeunity to provide rigorous instruction for virtual students at 100% as measured by the district virtual instruction guidelines and curriculum coaches.

**Performance Objective 1:** Develop and train teachers to utilize digital resources to provide rigorous instruction for virtual students.

**Evaluation Data Sources:** Attendance Roster





Attend planning meetings

Walk throughs

Campus Canvas checkpoints

Parent and student survey

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Teachers will attend Monthly Tech Wednesday trainings with Digital Learning Coach for instruction.  <b>Strategy's Expected Result/Impact:</b> 100 % rigorous virtual instruction provided by teachers.  <b>Staff Responsible for Monitoring:</b> Digital Learning Coach                      Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> During planning, teachers will share and model effective use of Canvas, Nearpod, Zoom, Edgeunity, and other online practices supporting instruction and curriculum.  <b>Strategy's Expected Result/Impact:</b> 100 % rigorous virtual instruction provided by teachers.  <b>Staff Responsible for Monitoring:</b> Facilitator                      Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Ensure Canvas resources are accessible to students, such as those who are at risk, and parents via electronic communication, Parent Orientation, and ongoing student and parent training.  <b>Strategy's Expected Result/Impact:</b> 100 % rigorous virtual instruction provided by teachers.  <b>Staff Responsible for Monitoring:</b> Administrators                      Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** During the 2020-2021 school year, Briscoe Junior High will increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests and Formative Assessment Checkpoints.

**Performance Objective 1:** Increase academic vocabulary and speaking skills for ELs.

**Evaluation Data Sources:** Assessment Data  
TELPAS Scores

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide after school STEM Camp to increase academic vocabulary and speaking.  <b>Strategy's Expected Result/Impact:</b> Increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests.  <b>Staff Responsible for Monitoring:</b> ESL Facilitator  <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide additional teacher training in the areas of sentence stems and vocabulary strategies for ELs.  <b>Strategy's Expected Result/Impact:</b> Increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests.  <b>Staff Responsible for Monitoring:</b> ESL Facilitator  <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 4:** During the 2020-2021 school year, Briscoe Junior High will increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests and Formative Assessment Checkpoints.

**Performance Objective 2:** Develop and train teachers on effective sheltered instruction strategies .

**Evaluation Data Sources:** Assessment Data  
 TELPAS Scores

**Summative Evaluation:** None

<b>Strategy 1:</b> Model and coach sheltered strategies each six weeks. <b>Strategy's Expected Result/Impact:</b> Increase in English proficiency scores of our El students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests <b>Staff Responsible for Monitoring:</b> Academic Facilitator ESL Facilitator <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** During the 2020-2021 school year, Briscoe Junior High will increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests and Formative Assessment Checkpoints.





**Performance Objective 3:** Increase EL Parent Involvement at home and school.

**Evaluation Data Sources:** Assessment Data

TELPAS Scores

Parent Surveys

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide family/engagement night teaching sheltered strategies to use at home and explain the TELPAS process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Facilitator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide parents and students Reading websites and links to increase reading volume at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the English proficiency scores of our EL students in listening, speaking, reading, and writing by 15% as measured by the 2021 TELPAS/LAS Links tests.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Facilitator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** During the 2020-2021 school year, Briscoe Junior High will decrease SPED failures by 5% in all Core content areas as measured by TEA Interim Assessments and STAAR exams.

**Performance Objective 1:** Monitor the implementation of IEPs in the classroom.

**Evaluation Data Sources:** IEP Progress Report  
Eduphoria data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> SPED Department chair will train teachers to implement and recommend appropriate accommodations and modifications for SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of SPED failures by 5% in CORE content areas.</p> <p><b>Staff Responsible for Monitoring:</b> General Ed teacher SPED teacher Department Chair Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Disaggregate data in Eduphoria Aware to determine strengths and weaknesses of SPED students and to focus on strategies needed to improve student mastery of each learning objective.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% decrease in SPED failures</p> <p><b>Staff Responsible for Monitoring:</b> Facilitator Teachers Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Briscoe Junior High

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1190-11-6118-00-043-24-0-B30	6118 Extra Duty Stipend - Locally Defined	\$6,264.00
<b>6100 Subtotal:</b>		<b>\$6,264.00</b>
6300 Supplies and Services		
1190-11-6399-00-043-24-0-B30	6390 Supplies and Materials - General	\$5,220.00
<b>6300 Subtotal:</b>		<b>\$5,220.00</b>

## Personnel for Briscoe Junior High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Keith Merrick	Math Teacher		14
Lisa Vargas	ESL Teacher		1

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$67,800.00
1	2	2			\$0.00
1	2	3			\$0.00
2	1	2			\$8,708.00
<b>Sub-Total</b>					\$76,508.00
<b>Budgeted Fund Source Amount</b>					\$76,508.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,440.00
<b>+/- Difference</b>					\$3,440.00
<b>Grand Total</b>					\$76,508.00

# Addendums