

# Lamar Consolidated Independent School District

## Randle High School

### 2024-2025 Campus Improvement Plan



## **Mission Statement**

At Dr. Thomas E. Randle High School, we are dedicated to creating a tradition of excellence in all that we do, while providing a relevant and high-quality education.

## **Vision**

Dr. Thomas E. Randle High School will empower students to acquire, demonstrate, articulate, and value the knowledge and skills that will support them, as life-long learners while contributing to a global society.

## **Value Statement**

***---Building a Legacy of Lions to Leaders---***

**"Where Excellence is the Standard"**

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# Comprehensive Needs Assessment

Revised/Approved: June 10, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

The first Site- Based Decision Making Committee meeting was held on June 3, 2024 at 5:30 pm via Microsoft Teams. During this meeting, the following topics were discussed- Lamar CISD's Strategic Plan, Randle HS Mission and Vision, the purpose of the Site-Based Decision Making Committee and Title I. The following reports were reviewed and presented to the committee by Dr. Katrina Guillory- 2023-24 CIP Goals, 2023-24 Campus Needs Assessment and Preliminary 2024 EOC Scores. The meeting concluded at 6:30 pm with plans to review the following topics at the next meeting- Examine demographics impacting school community, Evaluate student learning outcomes and challenges, Assess the effectiveness of current school processes and programs and Share perceptions from students, staff and parents.

During the second meeting which was held on June 10, 2024 via Microsoft Teams. This meeting focused on reviewing the school district's strategic plan and mission statement, discussion of the book "The Coffee Bean" and its connection to the campus needs assessment, and planning for the campus improvement process. The team saw the need to emphasize the importance of a collaborative approach to improving student achievement and transforming the school environment from the inside out. The following data pieces were reviewed and presented to the committee- Dual Credit enrollment, Discipline, and Campus Climate Survey results. The Site Based Decision Making Team decided discussed plans and strategies for the 2024-2025 school year to include- Increase in student performance on Algebra I and English I & II EOC exams, specifically related to meets and masters, increase staff perception of feeling valued and prepared to meet students' needs, increase parent/guardian attendance at TRHS events and increase the enrollment in Dual Credit and OnRamps programs of study.

### Comprehensive Needs Assessment Committee Members

Anthony Yim- District Level Representative (College and Career Readiness Coordinator)

Dr. Katrina Guillory- Campus Leader (Associate Principal)

LaTonya Chalmers- Campus Leader (Instructional Coordinator)

Tasha Kinney- Campus Leader (Instructional Coordinator)

Adam Farris- Teacher (Science Department)

Daniel Tchorzyk- Teacher (Math Department)

Candice Brantley- Teacher (English Department)

Phillip Thielemann- Teacher (CTE Department)

Willie Yarber- Non-Classroom Professional (College and Career Facilitator)

Audrea Smith- Non-Classroom Professional (Counselor)

LaTisha Major- Paraprofessional (Administrative Assistant to the Associate Principal)

Raquel McNeal- Teacher/ Assistant Athletic Coordinator

Tiffany Hoelzel - Parent

# Demographics

## Demographics Summary

### School Profile

Dr. Thomas E. Randle High School is the **6<sup>th</sup>** high school in the fastest-growing school district in Texas, Lamar Consolidated Independent School District. We are geographically located about 25 miles southwest of Houston, TX. Randle High School opened its doors in Fall 2021 with only 9th and 10th grade students and currently will serve all four grade levels (9th-12th) in the 2024-2025 school year, approximately **1968** students. The student and staff population directly represents the diverse and multicultural community within Fort Bend County. As a newer high school, blossoming into our 4th school year and culminating our 2024-2025 school year's end with our graduating senior class being students in attendance from 9th-12th grade, we continue to strive to involve all stakeholders in creating a tradition of excellence in all that we do while providing a relevant and high-quality education.

The 2024-2025 school year's student population is **43.3%** Hispanic/Latino, **35.0%** Black/African American, **9.6%** White, **8.6%** Asian, **3.0%** Multi-Racial, **0.30%** Native American or Alaskan Native and **0.15%** Native Hawaiian or Other Pacific Islander, with this total being comprised of **50.7%** male and **49.3%** female. The staff population was **41.1%** Black/African American, **32.1%** White, **19.3%** Hispanic/Latino, **5%** Asian, and **2.5%** Multi-Racial. With **95** teachers, **98%** of teachers are certified. With **23** paraprofessionals, **91.3%** are highly qualified. Our instructional program is divided into **9** departments: (1) English, (2) Math, (3) Science, (4) Social Studies, (5) World Languages (formerly LOTE), (6) CTE, (7) Fine Arts/PVA, (8) P.E., and (9) Special Education.

The overall mobility rate is approximately **10.3%** with a dropout rate of **2.2%** (**8** students). The average daily attendance rate for students is **95.6%** (9th grade = 98.0%, 10th grade = 96.7%, 11th grade = 95.5%, and 12th grade = 92.3%), and the average daily attendance rate for staff is **88%**. In summary from the 2023-24 school year, **502** students acquired **2,115** disciplinary referrals. The offenses were committed by **19.5%** 11th grade, **33.6%** 10th grade, and **46.9%** 9th grade students, respectively.

Randle High School serves the following special/exceptional populations (each is a percentage of the total student enrollment): **51.2%** economically disadvantaged (students eligible for free- or reduced-priced breakfast and lunch meals, due to the low income of their household), **12.5%** special education students (students with an individualized education plan or IEP), **14.4%** emergent bilingual or EB students (students learning English as a second language), **46.4%** at-risk students (students meeting one of the 13 state criteria applicable for secondary students), **8.2%** students with a 504 plan (students who benefit from a plan of support, due to a physical or mental impairment), **3.9%** gifted and talented students (students who academically perform or show the potential to perform at a remarkably high level of accomplishment), and **17.3%** students receiving academic and/or behavioral support through MTSS (multi-tiered system of support, which is a process of intervention for struggling students). The campus also has an enrollment of approximately **1.8%** of students from local residential treatment centers (RTCs) or emergency shelters.

## Demographics Strengths

- **Ethnic Diversity and Alignment:** Randle High School is celebrated for its ethnic diversity, with a staff and student body whose demographics closely align and are representative of the broader school community. This alignment fosters an inclusive environment where students see themselves reflected in their educators, promoting a sense of belonging and cultural understanding.
- **Homegrown Talent:** A notable strength of Randle High School is the presence of several LCISD graduates among its current staff members. This highlights a strong community connection and demonstrates the school's ability to nurture and retain local talent, providing students with role models who have a deep understanding of the local culture and educational experience.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The distribution of discipline referrals does not accurately reflect the demographic composition of the student body, indicating potential disparities in disciplinary actions among different student groups. **Root Cause:** The current emphasis on keeping students in class, maximizing their engagement, and fostering relationships with teachers, staff, and campus leaders during instructional time is not adequately addressing the underlying issues that lead to disproportionate discipline referrals..

**Problem Statement 2:** Growth in students' special programming, including special education (12.5%), 504 (8.2%), multi-tiered systems of support (17.3%), and emergent bilingual (14.4%) students yearly requires adjustments and adaptations to curriculum design, instructional strategies, and social-emotional learning strategies for both students, teachers, and staff. **Root Cause:** The campus is experiencing increased student enrollment due to ongoing grade level growth and expanded housing and apartment development within the school zone. Additionally, there is a rising number of students qualifying for special programs, along with a continual increase in referrals for struggling students.

# Student Learning

## Student Learning Summary

The Spring 2023 STAAR EOC exam results are below, (see Addendum for the complete report with all data reviewed during CNA):

	Spring 2023 STAAR EOC, English I				Spring 2024 STAAR EOC, English I				APP
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
<b>Randle High School</b>	<b>479</b>	<b>79%</b>	<b>62%</b>	<b>16%</b>	<b>514</b>	<b>79%</b>	<b>64%</b>	<b>20%</b>	<b>0%</b>
Economic Disadvantage	273	72%	53%	9%	293	74%	57%	18%	2%
Asian	36	86%	86%	42%	43	81%	74%	40%	-5%
Black/African American	163	80%	61%	14%	174	76%	63%	18%	-5%
Hispanic	213	74%	56%	11%	230	78%	58%	16%	5%
Two or More Races	13	85%	54%	8%	12	92%	83%	33%	7%
White	50	90%	76%	26%	52	85%	79%	27%	-5%
Currently Emergent Bilingual	79	56%	39%	6%	100	68%	44%	9%	12%
Special Ed Indicator	53	43%	19%	2%	76	41%	13%	0%	-3%

	Spring 2023 STAAR EOC, English II				Spring 2024 STAAR EOC, English II				APP
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
<b>Randle High School</b>	<b>405</b>	<b>82%</b>	<b>63%</b>	<b>7%</b>	<b>487</b>	<b>83%</b>	<b>65%</b>	<b>11%</b>	<b>0%</b>
Economic Disadvantage	214	78%	56%	4%	279	78%	55%	5%	1%
Asian	26	88%	81%	23%	39	90%	87%	33%	1%
Black/African American	129	82%	66%	5%	170	82%	66%	9%	0%



	Spring 2023 STAAR EOC, English II				Spring 2024 STAAR EOC, English II				APP
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
Hispanic	198	80%	58%	5%	212	79%	57%	8%	-1%
Two or More Races	14	86%	50%	0%	14	93%	64%	7%	7%
White	38	89%	79%	11%	48	94%	79%	17%	4%
Currently Emergent Bilingual	76	61%	33%	0%	90	63%	43%	3%	3%
Special Ed Indicator	48	54%	33%	2%	47	47%	26%	0%	-7%

	Spring 2023 STAAR EOC, Algebra I				Spring 2024 STAAR EOC, Algebra I				APP	ME
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)		
<b>Randle High School</b>	<b>367</b>	<b>79%</b>	<b>39%</b>	<b>15%</b>	<b>410</b>	<b>81%</b>	<b>37%</b>	<b>12%</b>	<b>2%</b>	<b>-2%</b>
Economic Disadvantage	223	75%	35%	11%	232	79%	32%	12%	4%	-3%
Asian	17	88%	71%	47%	30	87%	63%	40%	-2%	-7%
Black/African American	123	78%	40%	16%	144	82%	34%	10%	4%	-6%
Hispanic	174	76%	33%	10%	187	78%	33%	10%	1%	0%
White	37	92%	51%	22%	37	89%	43%	3%	-3%	-8%
Currently Emergent Bilingual	69	65%	26%	9%	93	78%	33%	14%	13%	7%
Special Ed Indicator	51	45%	10%	4%	75	59%	13%	4%	14%	4%

	Spring 2023 STAAR EOC, Biology				Spring 2024 STAAR EOC, Biology				AP
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
<b>Randle High School</b>	<b>474</b>	<b>91%</b>	<b>58%</b>	<b>20%</b>	<b>508</b>	<b>94%</b>	<b>64%</b>	<b>17%</b>	<b>3%</b>
Economic Disadvantage	266	88%	49%	12%	284	93%	60%	18%	5%
Asian	35	91%	86%	57%	44	95%	75%	41%	4%
Black/African American	159	91%	59%	19%	167	93%	65%	11%	3%
Hispanic	212	90%	49%	14%	226	93%	62%	15%	3%
Two or More Races	13	100%	38%	8%	14	93%	71%	43%	-7%
White	51	98%	80%	27%	53	98%	66%	21%	0%
Currently Emergent Bilingual	82	79%	27%	6%	104	93%	48%	8%	14%
Special Ed Indicator	59	78%	22%	7%	70	83%	20%	1%	5%

	Spring 2023 STAAR EOC, US History				Spring 2024 STAAR EOC, US History				APP
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
<b>Randle High School</b>	<b>400</b>	<b>97%</b>	<b>77%</b>	<b>43%</b>	<b>502</b>	<b>97%</b>	<b>74%</b>	<b>38%</b>	<b>0%</b>
Economic Disadvantage	206	97%	72%	36%	260	96%	63%	25%	-1%
Asian	43	98%	86%	67%	48	98%	77%	48%	0%
Black/African American	121	98%	79%	41%	169	95%	75%	32%	-3%
Hispanic	194	97%	73%	35%	222	98%	69%	37%	1%
Two or More Races	6	100%	50%	50%	16	100%	69%	31%	0%
White	35	94%	89%	69%	44	98%	89%	55%	3%
Currently Emergent Bilingual	49	92%	61%	27%	87	95%	48%	17%	4%
Special Ed Indicator	31	84%	26%	13%	50	88%	38%	10%	4%

## Student Learning Strengths

Based on student data averages and preliminary comparisons, the following strengths have been identified:

- U.S. History: 97% of all students achieved the Approaches level, with 38% reaching the Masters level.
- Closing the Gaps: There is less than a 10% difference in the Approaches level achievement between all students and those identified as economically disadvantaged across all subjects, indicating progress in closing achievement gaps.
- High Achievement in English I, Algebra 1 and Biology: Over 10% of students achieved the Masters level in these subjects.
- English Proficiency: 64% of students achieved the Meets level in English I and 64% of students achieved the Meets level in English II, indicating a high likelihood of success in the next grade level and an ability to think critically across various text genres.

There is a critical need to improve student performance in the **Meets** and **Masters** categories across all core subjects, with a particular emphasis on closing performance gaps for at-risk and special populations such as SPED, 504, Emergent Bilingual, and economically disadvantaged students. Targeted interventions, differentiated instruction, and the use of data-driven teaching strategies must be implemented to ensure that more students advance beyond the **Approaches** level. By increasing focus on rigorous instruction, personalized learning, and ongoing formative assessments, we aim to significantly raise the number of students achieving at the **Meets** and **Masters** standards.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There is a need to develop a multi-tiered system of support for English Language Arts and Mathematics for incoming 9th and continuing 10th, 11th, and 12th grade students. **Root Cause:** Students require a differentiated curriculum and intentional support consistently implemented to accelerate learning and close the gaps.

**Problem Statement 2:** There is a gap in learning for special education students compared to the general education population. **Root Cause:** This gap can be attributed to a lack of differentiated instruction strategies, including effective co-teach modeling, small group learning opportunities, and systematic progress monitoring of student success criteria.

**Problem Statement 3:** Special education and emergent bilingual students achieve fewer Meets and Masters levels than overall students. **Root Cause:** This disparity can be attributed to a lack of differentiated instruction, including effective scaffolding strategies, clear language learning objectives, and explicit vocabulary instruction, impacting the global educational outcomes of our campus.

## School Processes & Programs

### School Processes & Programs Summary

Randle High School is a professional learning community of highly-educated professionals, who continue their education through attendance and active participation in regular, professional development opportunities provided by the school district or the local, Region 4 education service center to enhance their teaching skills. Content area teams meet weekly to plan lessons, disaggregate assessment data, and determine best instructional practices collaboratively under the facilitation of administrators, the campus instructional coaches, department chairs, district curricular specialists, and proven resources. Educators who desire to grow in their careers in leadership positions are invited to participate in campus-based, leadership internships, and lead campus initiatives to grow in their capacity. These educators are involved in site-based decision-making and provide ongoing, professional development to their colleagues.

The administrative team conducts weekly classroom walkthroughs to ensure teachers implement strategies learned during staff development and utilize the feedback cycle to make corrective instructional moves that positively impact student achievement. The administrative team provides teachers with planning-, instructional-, and classroom management-based feedback; therefore, teachers are recognized and reinforced for their strengths and made aware of any areas of concern. Content area teams and departments practice the tenets of true professional learning community norms and meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During this time, teachers collaborate on instruction to ensure academic success through a systematic review of data, discussion of teaching techniques, modeling of strategies, peer observations, planning of lessons, development of formative assessments, sharing of best practices, and meeting with the instructional coaches. This time also supports building collegial teams and a collective growth mindset.

At Randle High School, the staff is committed to improving student academic achievement. The master schedule is strategically built to include common planning periods for English 1, English 2, Algebra 1, Biology, and U.S. History teachers to attend PLC meetings and collaborate within the school day on instructional best practices. This also provides a time for these content area teams to vertically collaborate with the junior high teachers to ensure alignment and preparedness for high school literacy, mathematical, scientific, and processing skills.

### School Processes & Programs Strengths

- The campus benefits from two instructional coaches who support each department by refining instructional strategies, identifying best practices for assessment, and acquiring essential curricular resources. This support helps teachers and students achieve campus goals for both STAAR and CCMR.
- Using historical assessment data, students participate in accelerated instruction after school from 4:00 PM to 5:20 PM daily throughout the school year, ensuring targeted academic support.
- Campus leaders actively monitor and track CCMR progress through multiple avenues, ensuring continuous improvement and achievement.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Based on feedback from the PBIS committee, there is a lack of consistent follow-through and fidelity in implementing campus-wide expectations for classroom management and overall campus behavior standards. **Root Cause:** This inconsistency can be attributed to the administration's focus on building a positive school culture and ensuring safety, which sometimes reduces the emphasis on accountability and the consistent reinforcement of campus expectations. Additionally, the growing staff may require more targeted support and professional development to effectively manage classroom and campus-wide behavior.

**Problem Statement 2:** As a campus entering its fourth school year, it is evident that some students have experienced trauma and require additional academic and social-emotional support. **Root Cause:** Randle HS is entering its 4th school year, and it is comprised of a fast growing community with new students being added daily. Students have experienced some challenges: difficulty adjusting to a new campus, a more significant than average number of students retained in their educational history, and some students' primary residence being a group home, RTC, or emergency shelter.

# Perceptions

## Perceptions Summary

The Randle High School staff is committed to improving student academic achievement. The master schedule also created common planning periods for English 1, English 2, Algebra 1, Biology, and U.S. History teachers to attend PLC meetings, collaborate on instructional techniques, and increase best practice teaching strategies for all students, especially to make the curriculum more accessible for emergent bilingual and special education students.

The staff's morning and afternoon duty schedules have been strategically designed to accommodate before- and after-school tutorials in all core content areas, World Languages (formerly LOTE), fine arts, and CTE courses. For accelerated instruction, students are offered additional learning opportunities (Lion's Level Up) outside the school day, such as after-school from 4:00 - 5:30 p.m. with transportation provided to the nearest elementary campus to their residence Monday through Thursday and Saturday mornings from 8:00 a.m. - 12:00 p.m. (without provided transportation). The library is open every morning; therefore, students can study and/or complete schoolwork assignments on the computers and read and check out books. In addition, all students have an opportunity to join a variety of clubs that align with their interests, including the Student Council, National Honor Society, College & Career Club, Theatre Club, Art Club, Lunches of Love Club, Fellowship of Christian Athletes (FCA), Future Health Professionals (HOSA), Future Farmers of America (FFA), International Thespian Society (ITS), Ladies of Excellence (LOE), Spanish Club, and Anime Club. Some clubs meet once a week, while others meet twice a month outside of the school day and are sponsored by school staff and led by students.

Randle High School established a PBIS behavior matrix, and students are explicitly taught the expected behaviors for various areas of the school building and extensions of the school, including classrooms, hallways, auditorium, cafeteria, restrooms, buses, and other areas critical for student behavior management.

As part of our effort to increase school and community camaraderie, TRHS has partnered with Wright Junior High School and Steenbergen Middle School to participate in theme days to support Silver Track athletic teams. Prizes are given to students and staff who demonstrate the most school spirit. Randle High School is committed to honoring and celebrating the diverse cultures represented on campus. Celebrations, evening programs, and spirit weeks are vessels to celebrate cultural events, such as Hispanic Heritage Month, Black History Month, and Pan Asian American Heritage Month. In addition, Randle High School has started a group for dads and male role models in students' lives called P.O.P. (Protect Our Pride) to encourage parent involvement in the growth of their children from middle school through the high school years. Furthermore, our parent organization, P.A.R. (Parents at Randle), highly supports our campus and assists in giving our students memories to last a lifetime through campus events such as school dances and recognition ceremonies.

## Perceptions Strengths

Based on February 2024 campus climate survey results, highlighted strengths are below:

- 95% of parents/guardians, 94% of staff, and 92% of students would give our campus an overall grade of an "A," "B," or "C."
- 89% of parents/guardians agree that Randle HS informs families about activities such as tutoring or after-school programs, student performances, parent workshops, and other events.
- 88% of students agree that their teachers tell them what they need to know to do well in school.
- 94% of staff agree and 80% of students agree there is a teacher, counselor, or other staff member to whom their student can go to for help with a school problem.
- 86% of parents/guardians agree that when they had an issue or concern to discuss with a school administrator, the individual was courteous and listened to their concerns.
- 96% of parents/guardians and 85% of students agree the school is well maintained.
- 86% of parents/guardians agree and 90% of students agree have the resources necessary for class.
- 84% of parents/guardians and 83% of students agree school leaders and staff are welcoming to families of different academic backgrounds, cultures, economic backgrounds, gender, race/ethnicity, religion, and English language proficiency.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** By June 2025, increase the percentage of the Dr. Thomas E. Randle High School students meeting or mastering grade level in English and Algebra I by at least 10% and all EOC subjects by at least 8% through targeted interventions, data-driven instruction, and enrichment programs.

**Performance Objective 1:** Increase the percentage of students meeting grade level in English I and Algebra I by at least 10% by June 2025.

TRHS instructional and support staff will continue to utilize The Fundamental Five strategies daily as the campus foundation for Tier 1 instruction and best practice to meet all students' needs. These strategies include:

- FRAMING THE LESSON: Providing students clear expectations, as it relates to the learning objective with daily reflection
- POWER ZONE: Checking for understanding, reinforcing positive behavior, and frequent and ongoing formative assessment
- PURPOSEFUL, SMALL-GROUP TALK: Facilitating student discourse and providing students an opportunity to review, discuss, and predict
- RECOGNIZE & REINFORCE: Recognizing successes and reinforcing desired behaviors, engagement, and completed products/expectations
- WRITING CRITICALLY: Demonstrating daily understanding of the identified learning objective through a variety of intentional writing activities (comparisons, summaries, mind maps, graphic organizers, exit tickets, short-answer responses, and/or essays)

## High Priority

### HB3 Goal

**Evaluation Data Sources:** NWEA MAP scores (Sept. BOY and Jan. MOY)

District benchmark results (Jan./Feb.)

Campus, teacher-created curriculum checkpoints/tests/common formative assessments (CFA) grades

English 1 EOC results

English 2 EOC results

Algebra 1 EOC results

Lesson plans


Professional learning communities (PLCs)


Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement targeted tutoring and intervention programs during and after school or any at-risk and Tier 2 and 3 students by September 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> English and Math Instructional Materials/Resources - 211 Title I, Part A - \$2,796.74</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development on data-driven instruction and differentiated learning strategies by August 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Department Heads</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize formative assessments to monitor student progress and adjust instruction for all students accordingly, with bi-weekly data reviews starting in September 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Department Heads Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Incorporate engaging, real-world applications into the English I and Algebra I curriculum through PLC collaboration and lesson planning by October 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> TRHS will foster and intentionally plan for collaborative partnerships between the campus administrators, general education teachers, and the ESL teacher through documented, grading period check-ins to discuss emergent bilingual students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students' grades on academic course progress and report card grades will increase and show evidence of closing the performance gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional coaches, ESL Teacher, District director of bilingual and ESL curriculum and Instruction, Counselors, Teachers, Campus personnel</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESL Teacher- Instructional Coach - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$71,200</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Hire an additional certified math teacher (Vacant Position) to enhance student support and improve performance in math courses.</p> <p><b>Strategy's Expected Result/Impact:</b> This will improve personalized learning opportunities and support students in achieving better outcomes in math courses, keeping them on track for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Teacher (salary plus benefits) - 211 Title I, Part A - \$85,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** By June 2025, increase the percentage of the Dr. Thomas E. Randle High School students meeting or mastering grade level in English and Algebra I by at least 10% and all EOC subjects by at least 8% through targeted interventions, data-driven instruction, and enrichment programs.





**Performance Objective 2:** Increase the percentage of students mastering grade level in all EOC subjects by at least 8% by June 2025.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish a school-wide enrichment program for high-achieving students by November 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer after-school review sessions and boot camps before each EOC exam based on data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Department Heads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for students to retake EOC exams, if they do not pass on the first attempt.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Testing Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Tutors, supplemental resources for at risk students - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$27,654</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize formative assessments to monitor student progress and adjust instruction for all students accordingly, with bi-weekly data reviews starting in September 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Department Heads</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Incorporate engaging, real-world applications into the English I and Algebra I curriculum through PLC collaboration and lesson planning by October 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Coordinator</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional development to all campus staff to support a multi-tiered system of support for students 9th-12th to include Fundamental Five, essential standards instruction, classroom discourse, feedback opportunities, explicit vocabulary instruction, and critical writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will share information from training and collaborate with PLC groups to incorporate learned best practices to lead to increase student performance on campus, district and national assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, English Teachers, Campus personnel</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> Personnel- Testing Coordinator (100%) - 211 Title I, Part A - \$62,719.26, English PD/PL Training Materials/Resources - 211 Title I, Part A - \$5,094</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** By June 2025, enhance student and staff perceptions of safety and respect at Dr. Thomas E. Randle HS by 15%, and increase staff perceptions of feeling valued and prepared to meet student needs by 20% through a comprehensive school climate improvement plan..

**Performance Objective 1:** By June 2025, enhance student and staff perceptions of safety and respect at Dr. Thomas E. Randle High School by 15%, and increase staff perceptions of feeling valued and prepared to meet student needs by 20% through a comprehensive school climate improvement plan.

**High Priority**





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish and maintain a PBIS framework to promote positive behavior, improve student-staff interactions, and create a respectful and safe school environment. This includes regular training for staff, consistent enforcement of expectations, and recognition programs for positive behavior.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Coordinator, School Counselors, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide ongoing professional development focused on classroom management, cultural competency, and social-emotional learning (SEL) to ensure staff feel valued and prepared to meet diverse student needs. Include regular check-ins and feedback mechanisms to address staff concerns and promote a supportive work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Professional Development Coordinator, School Administration, Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Facilitate regular town hall meetings, focus groups, and community-building activities to gather input from students, staff, and parents on safety and respect issues. Use this feedback to inform policy changes and foster a more inclusive and respectful school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Family Engagement Coordinator, Student Council</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create an innovative school day that provides immersive, hands-on learning experiences in career exploration, wellness, community service, and interdisciplinary projects, encouraging real-world skills and personal growth.</p> <p><b>Strategy's Expected Result/Impact:</b> By implementing this innovative school day strategy, the aim is to enrich the student experience, strengthen CCMR outcomes, and foster a collaborative school culture that supports both academic and personal growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus leadership team, department chairs, instructional coach, CCF,</p> <p><b>Funding Sources:</b> Budget for guest speakers, materials for hands-on activities, and professional development. - 211 Title I, Part A - \$10,000, Supplies for project-based learning, wellness activities, and career exploration tools. - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By June 2025, increase parent attendance at Dr. Thomas E. Randle High School events by a total of 30% (15% each semester) and the number of parent volunteers by 15% by developing a comprehensive family engagement program.

**Performance Objective 1:** By June 2025, increase parent attendance at Dr. Thomas E. Randle High School events by a total of 30% (15% each semester) and the number of parent volunteers by 15% by developing a comprehensive family engagement program.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement a comprehensive communication plan that includes regular newsletters, social media updates, and personalized invitations to keep parents informed about school events and volunteer opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Coordinator, School Administration, Communications Team</p> <p><b>Title I:</b> 4.2</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</li> <li>- <b>ESF Levers:</b> Lever 3: Positive School Culture</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Organize monthly workshops and events that cater to parents' interests and needs, such as academic support workshops, college preparation seminars, and cultural events, to foster a sense of community and encourage active participation.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Teachers, School Counselors</p> <p><b>Title I:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 3: Positive School Culture</li> </ul> <p><b>Funding Sources:</b> Parent Engagement Event Refreshments - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a structured parent volunteer program with clear roles, responsibilities, and recognition opportunities to encourage parents to contribute their time and skills to support school activities and events.</p> <p><b>Staff Responsible for Monitoring:</b> Volunteer Coordinator, School Administration, PTA/PTO Leaders</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** By the end of the academic year, increase the enrollment in dual credit and University of Texas OnRamps programs by 20%, and ensure that at least 75% of participating students successfully earn college credit, thereby enhancing our CCMR scores.

**Performance Objective 1:** We will provide additional opportunities for students at Randle High School to promote equity and access in dual credit and University of Texas OnRamps programs. By doing so, we aim to positively impact our College, Career, and Military Readiness (CCMR) scores and increase the number of students earning college credit while attending Randle High School.

**High Priority**





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct informational sessions, workshops, and parent meetings to raise awareness about dual credit and University of Texas OnRamps programs, highlighting the benefits and opportunities they provide.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Instructional Coaches, Dual Credit Coordinators, College and Career Facilitator</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> CCF Personnel Cost - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$41,909.13</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement tutoring, study groups, and academic counseling specifically for students enrolled in dual credit and OnRamps programs to ensure they have the support needed to succeed.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Teachers, Academic Tutors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with local colleges and universities to provide students with additional resources, mentorship, and guidance to navigate dual credit and OnRamps courses effectively.</p> <p><b>Staff Responsible for Monitoring:</b> School Administration, Dual Credit Coordinators, Community Liaison</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Enroll students in College Connect ( Introductory English course) and other Dual Credit courses with LoneStar College.</p> <p><b>Strategy's Expected Result/Impact:</b> Track dual credit enrollment and success rates through course completion and earned credits.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Dual Credit Counselor, Dual Credit Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Tuition for Dual Credit Courses - 211 Title I, Part A - \$110,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By the end of the 2024-2025 school year, increase the percentage of students on track for graduation by 5% through the implementation of targeted support courses and personalized staff mentoring.

**Performance Objective 1:** By the end of the 2024-2025 school year, increase the percentage of students on track for graduation by 5% through the implementation of targeted support courses and personalized staff mentoring.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide enrichment program to give student access to courses such as Edgenuity in order to recover loss credit.  <b>Staff Responsible for Monitoring:</b> Credit Recovery Teachers (2), Credit Recovery Aide, CCF, Counselors, Administrators</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> Credit Restoration Aide - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$26,455.86, Credit Restoration Teacher - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$28,616.50, Credit Restoration Teacher - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$31,261</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			



# State Compensatory

## Budget for Randle High School

**Total SCE Funds:** \$27,654.00

**Total FTEs Funded by SCE:** 3

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

These programs include intensive tutoring sessions focused on foundational skills, credit recovery opportunities, and accelerated instruction aimed at closing achievement gaps. Additionally, SCE funds will support supplemental instructional staff to offer small-group and one-on-one interventions, enhancing the standard curriculum. The funding will also provide access to social-emotional support programs and mentoring services, addressing barriers that impact both academic performance and student engagement, helping these students stay on track toward graduation.

## Personnel for Randle High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brooks Haack	Credit Restoration Teacher	0.57
Raquel McNeal	Credit Restoration Teacher	0.43
Tanesha Turner	ESL Teacher/Support	1
Vicki Garcia	Credit Restoration Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacant Position	Math Teacher	Title 1	1
Vicki Dietlein	Testing Coordinator	Title 1	1

# Campus Needs Assessment (CNA) Committee Members

Committee Role	Name	Position
Classroom Teacher	Tanesha Turner	Emergent Bilingual Teacher and Coach
Classroom Teacher	Travis Murnane	Special Education Department Chair
Community Representative	Milimo "Millie" Reed	Community Representative
Community Representative	Marcus Lee	Community Representative
Parent	Leonard Garza	Parent
Parent	Jac Norman	Parent
District-level Professional	Dr. Marva O'Neal	Director of State and Federal Programs
District-level Professional	Anthony Yim	College and Career Readiness Coordinator
Other Campus Leader	Raquel McNeal	Assistant Campus Athletic Coordinator
Classroom Teacher	Phillip Thielemann	CTE Department Chair
Classroom Teacher	Samantha McManus	PVA Department Chair
Classroom Teacher	Diaundria Davis	World Languages Department Chair
Classroom Teacher	Abigail Barkley	Social Studies Representative
Classroom Teacher	Michael Bolger	Science Department Chair
Classroom Teacher	Daniel Tchorzyk	Math Department Chair
Classroom Teacher	Candice Brantley	English Department Chair
Non-classroom Professional	Tracy Walton	Librarian
Paraprofessional	Latisha Major	Administrative Assistant to the Associate Principal
Paraprofessional	Roxanne Villafranco	Administrative Assistant to the Principal
Non-classroom Professional	Willie Yarber	College and Career Facilitator (CCF)
Non-classroom Professional	Audrea Smith	11th Grade Counselor
Other Campus Leader	Tiffany Hoelzel	Assistant Principal
Other Campus Leader	LaTonya Chalmers	Instructional Coach
Other Campus Leader	Tasha Kinney	Instructional Coach
Other Campus Leader	Dr. Erika Bogarty	Assistant Principal
Other Campus Leader	Dr. Katrina Guillory	Associate Principal
Principal	John Montelongo	School Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	English and Math Instructional Materials/Resources		\$2,796.74
1	1	6	Math Teacher (salary plus benefits)		\$85,000.00
1	2	6	English PD/PL Training Materials/Resources		\$5,094.00
1	2	6	Personnel- Testing Coordinator (100%)		\$62,719.26
2	1	4	Budget for guest speakers, materials for hands-on activities, and professional development.		\$10,000.00
2	1	4	Supplies for project-based learning, wellness activities, and career exploration tools.		\$5,000.00
3	1	2	Parent Engagement Event Refreshments		\$2,000.00
4	1	4	Tuition for Dual Credit Courses		\$110,000.00
<b>Sub-Total</b>					\$282,610.00
<b>Budgeted Fund Source Amount</b>					\$282,610.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	ESL Teacher- Instructional Coach		\$71,200.00
1	2	3	Tutors, supplemental resources for at risk students		\$27,654.00
4	1	1	CCF Personnel Cost		\$41,909.13
5	1	1	Credit Restoration Teacher		\$31,261.00
5	1	1	Credit Restoration Teacher		\$28,616.50
5	1	1	Credit Restoration Aide		\$26,455.86
<b>Sub-Total</b>					\$227,096.49
<b>Budgeted Fund Source Amount</b>					\$227,096.49
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$509,706.49
<b>Grand Total Spent</b>					\$509,706.49
<b>+/- Difference</b>					\$0.00