

**Lamar Consolidated Independent School District**  
**Wessendorff Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## **Mission Statement**

*Wessendorff Middle School is dedicated to ensuring high levels of learning and character development for all students.*

# Vision

## **Vision Statement**

*We will become an inclusive and culturally responsive learning community by creating a legacy of excellence that inspires pride in learning.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wessendorff is a 6th grade only School in the Lamar CISD. Wessendorff has a current student enrollment for the 2021-2022 school year of approximately 411 6th-grade students. Wessendorff services central and North Richmond and Rosenberg. Wessendorff is on the Blue Track and receives students from elementary schools that include Pink, Jane Long, Austin, Smith, and Hutchinson.

Our campus demographics are diverse with an ethnic distribution of 57.6% Hispanic, 4.6% Asian, 23.8% African American, and 11.7% White. The campus is also comprised of 65.2% Economically Disadvantaged students.

Wessendorff's special populations include 17.5% English Learners, 16.1% of the students who receive Special Education Services. The At-Risk student population makes up 45% of the student population.

### Demographics Strengths

Wessendorff is a neighborhood school. Many students are legacy students, whose grandparents, parents, or siblings attended Wessendorff.

Our staff offers much diversity in age, experience, and various ethnic backgrounds.

About 50% of the staff are new to campus and bring new ideas to engage students in higher level learning.

Our enrollment will decrease due to the addition of a new 6th grade campus added to the district.

Our Economically Disadvantaged has decreased from 65.2% to 62.5%.

Students participate in fine arts programs including band, orchestra, art, theatre arts, and choir.

Students are enrolled in Pre-Advanced Placement programs for math, reading, science and social studies.

Teacher experience ranges from 1 to 30 years. All teachers encouraged to get their ESL and GT certifications.

Female teachers comprise about 75% of the staff.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Addressing growth in reading and math to meet the needs of all students by making adjustments to the instructional approach and data-based instructional approaches. **Root Cause:** An instructional plan must be created based on data and address student areas of need whereby the student and teacher recognize where the student is academically and what next steps are needed to achieve goals.

# Student Learning

## Student Learning Summary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	79%	71%	70%	68%	80%	-	75%	-	100%	42%	69%	70%	72%	64%	68%
At Meets Grade Level or Above	2019	37%	50%	37%	44%	30%	50%	-	50%	-	50%	22%	46%	35%	44%	33%	29%
At Masters Grade Level	2019	18%	26%	18%	19%	15%	24%	-	25%	-	25%	20%	23%	17%	19%	15%	17%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	89%	83%	76%	82%	89%	-	100%	-	100%	62%	85%	82%	85%	78%	81%
At Meets Grade Level or Above	2019	47%	61%	48%	41%	47%	59%	-	75%	-	75%	30%	62%	50%	45%	43%	45%
At Masters Grade Level	2019	21%	35%	18%	16%	14%	30%	-	50%	-	25%	18%	23%	16%	23%	14%	15%

## Student Learning Strengths

During the 2018-2019 school year, Wessendorff implemented the PLC process.

Wessendorff also focused on strengthening Tier 1 Instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** ELAR: Multiple student groups performing below closing-the-gap targets. **Root Cause:** ELAR: Teachers need use the data to drive whole and small group instruction. Teachers need professional development to train how to use the data effectively.

**Problem Statement 2 (Prioritized):** Math: Multiple student groups are performing below the All Student group on State Assessments. **Root Cause:** Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

**Problem Statement 3 (Prioritized):** ELAR: Multiple student groups are performing below the All Student group on State Assessments **Root Cause:** We are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

**Problem Statement 4 (Prioritized):** 2021-2022 STAAR data indicates that ELL students need more targeted support in core classrooms. **Root Cause:** Diverse community with multiple languages has increased the percent of ELL students needing extra support.

**Problem Statement 5 (Prioritized):** Earlier identification of struggling students needs to be addressed in order to reduce failures. **Root Cause:** Delaying targeted intervention increases learning gaps.

**Problem Statement 6 (Prioritized):** Growth targets for Reading and Math with the economically disadvantaged populations below school All Students average. **Root Cause:** Delaying targeted intervention increases learning gaps.

**Problem Statement 7:** Negative trends in student performance at "Meet/Masters" levels. **Root Cause:** A lack of consistent data-driven planned lessons using differentiated strategies.

**Problem Statement 8 (Prioritized):** Lack of effective Tier 1 instruction across content areas. **Root Cause:** Lack of instructional tools/training and strategies to increase increase student comprehension during Tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

Teams meet weekly to collaboratively plan lessons with the academic facilitators and ESL Coach. Teachers who aspire leadership positions are provided with leadership opportunities. These teachers are involved in site-based decision making and providing professional development to their colleagues.

The CORE (administrative) team conducts weekly internal rounds as well as weekly classroom walkthroughs to ensure teachers are implementing strategies learning during Professional development sessions. Teachers are provided with immediate feedback.

Professional Learning Communities (PLCs) meet on a regular basis to evaluate and adjust instruction to meet the needs of students. To ensure academic success, teams review data, discuss strategies, model strategies, and observe teachers, plan lessons, develop assessments, share best practices, and meet with academic facilitators.

Mentor teachers are assigned to brand new teachers. They meet regularly to provide additional information to teachers who are new to the profession.

The master schedule included common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques.

## School Processes & Programs Strengths

At Wessendorff, we now have two academic facilitators (Reading and Math) and one ESL Instructional Coach. Each of these staff members plays an integral role in supporting teachers, staff, and students.

Based on assessment data, students will receive intervention or acceleration at least four days a week.



# Priority Problem Statements

**Problem Statement 1:** ELAR: Multiple student groups are performing below the All Student group on State Assessments

**Root Cause 1:** We are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Math: Multiple student groups are performing below the All Student group on State Assessments.

**Root Cause 2:** Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and using data to drive instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 2021-2022 STAAR data indicates that ELL students need more targeted support in core classrooms.

**Root Cause 3:** Diverse community with multiple languages has increased the percent of ELL students needing extra support.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Earlier identification of struggling students needs to be addressed in order to reduce failures.

**Root Cause 4:** Delaying targeted intervention increases learning gaps.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Growth targets for Reading and Math with the economically disadvantaged populations below school All Students average.

**Root Cause 5:** Delaying targeted intervention increases learning gaps.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Lack of effective Tier 1 instruction across content areas.

**Root Cause 6:** Lack of instructional tools/training and strategies to increase increase student comprehension during Tier 1 instruction.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

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

- Communications data
- Study of best practices
- Action research results

# Goals

**Goal 1:** By May of 2022, the overall 6th grade Math STAAR Approaches level will increase from 66 % to 80%, the overall Meets will increase from 27% to 50%, the overall Masters will increase from 10% to 20%.





**Performance Objective 1:** Provide effective MTSS for students in need, including Economically Disadvantaged, Special Education, ELLs, and At-Risk students.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increased Student Performance, Growth in Student Achievement on STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire a specialized tutor at least once a week, to provide individualized instructional support for learners during school September through May to drive student growth. Utilize classroom teachers to provide individualized instructional support after school and/or Saturday for learners to drive student growth. Target populations to include at-risk, economically disadvantaged, special education and ELL students in 6th-grade Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance, Growth in student achievement on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers; Principal; AP; Facilitators, ESL Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Tutor-Reading and Math - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,128, Tutors - Reading and Math - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beginning in September, campus ESL Coach will plan, model and assist teachers monthly in implementing student learning with English Language Proficiency standards: Sheltered Instruction Training such as student to student discourse, high-level questioning and student collaboration, use of differentiated strategies, sentence-stems, QSSSA, Talk-Read-Talk-Write and randomization of student response processing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Academic Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal; Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESL Instructional Coach - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$68,450</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Using MAP BOY diagnostic, campus assessments, STAAR Interim and benchmark assessment data to provide Intervention during Mustang Time at least 3 times per week. Students will engage in math instruction using targeted TEKS and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** By May of 2022, the overall 6th grade Math STAAR Approaches level will increase from 66 % to 80%, the overall Meets will increase from 27% to 50%, the overall Masters will increase from 10% to 20%.

**Performance Objective 2:** Teacher teams will use the PLC process weekly to plan, analyze, develop effective strategies to increase student learning and drive overall growth.

**Evaluation Data Sources:** Student learning and growth will increase through progress monitoring. Targeted instruction and interventions which will lead to increase student achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and classroom teachers will utilize a goal tracker and reflection document after each unit summative assessment to formally monitor student progress to address gaps in learning and use results to create intervening small group instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will increase and learning gaps will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beginning in August, designate at least 3 hours prior to each grading period for teachers to collaborate and share ideas during PLC and Professional Development to enhance student learning using provided agenda and Unit Planning Template.</p> <p><b>Strategy's Expected Result/Impact:</b> increased performance on assessments, intentional small group planning**</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> At least once a month, facilitators and teachers will model and provide strategies during after-school professional development to aid new and established teachers in differentiated instruction for at-risk, economically disadvantaged, ELLs and special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will reflect best practices that support students' academic performance and drive student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Academic Facilitator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$31,050</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students will participate in Mustang Time at least 3 times per week, to engage in enrichment or remediation to address the learning growth. Students will be provided targeted TEKS-specific interventions to all levels. This will include enrichment, Tier 2, and Tier 3 based on previous STAAR data, and campus-based assessments. Materials such as DreamBox, IXL, and other technology-based platforms will be utilized to enhance student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress in mastering prerequisite skills from the previous grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Facilitators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will share evidence of learning examples as part of the weekly PLC process. Examples may include common weekly data checks, exit tickets, quizzes and short-answer response.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The math consultant will is responsible for presenting a coaching model that will providing teachers with the tools and structure for planning a unit, embedding Just-In-Time PD, enhance PLC time, and increasing student achievement through improved classroom instruction and acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain strategies for improving their tier-1 instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$30,600</p>	Formative			Summative
	Nov	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 1:** By May of 2022, the overall 6th grade Math STAAR Approaches level will increase from 66 % to 80%, the overall Meets will increase from 27% to 50%, the overall Masters will increase from 10% to 20%.

**Performance Objective 3:** Improve Tier 1 instruction in math classrooms by increasing student to student discourse, differentiated leveled learning activities and small group instruction.

**Evaluation Data Sources:** Increased academic achievement in math





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beginning in August, teachers will provide daily Tier 1 instruction that is focused on student to student discourse including peer collaboration. Teacher training and modeling at least once a week, lessons include specified teacher and student talk time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Facilitator - 211 Title I, Part A - \$21,112.90</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the Unit Planning Template prior to each grading period to unpack the TEKS, identify prerequisites, set a SMART goal, identify available instruction days, determine pre-, post and common assessments, analyze data, set data parameters for intervention and extension and establish a plan for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assign mentors/coaches and provide job-embedded coaching and training for 1st and 2nd-year teachers. Assigned mentors will support beginning teachers to develop strong relationships with all learning, their parents or guardians, and the community through reflective practice on issues of diversity. Mentors will support teachers with best classroom management and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement; campus mentor logs; team planning meeting minutes; end of year Mentor/Mentee</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Core Team will conduct internal instructional rounds together twice a month beginning in September to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement and build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will examine STAAR blueprints, Lead4Ward Field Guides, Canvas Curriculum, District Roadmap, District At-A-Glance, adopted textbooks. Teachers will prepare, adjust content/instruction, unit assessments, progress monitoring, and provide resources needed to prepare for depth and complexity of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievements for all students and build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide a necessary math acceleration program (TEK Aligned) to enable teachers to support Tier 1 instruction such as Dreambox, Prodigy, and Imagine Math (Instructional Component).</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 1:** By May of 2022, the overall 6th grade Math STAAR Approaches level will increase from 66 % to 80%, the overall Meets will increase from 27% to 50%, the overall Masters will increase from 10% to 20%.

**Performance Objective 4:** By May of 2022, Special Education students' academic achievement failure rate will decrease by 5% as measured by the end of year grade and 2022 STAAR assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students access to acceleration/interention instruction aligned to classroom instruction during MUSTANG TIME.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** By May of 2022, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 61% to 80%, the overall Meets will increase from 31% to 50%, and the overall Masters will increase from 10% to 20%.





**Performance Objective 1:** Provide effective MTSS for students in need, including Economically Disadvantaged, Special Education, ELLs, and At-Risk students.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increased Student Performance, Growth in Student Achievement on STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire a specialized tutor at least once a week, to provide individualized instructional support for learners during school September through May to drive student growth. Utilize classroom teachers to provide individualized instructional support after school and/or Saturday for learners to drive student growth. Target populations to include at-risk, economically disadvantaged, special education and ELL students in 6th-grade ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance, Growth in student achievement on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers; Principal; AP; Facilitators, ESL Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Tutors - Reading and Math - 211 Title I, Part A - \$12,211.85</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a necessary math acceleration program (TEK Aligned) to enable teachers to support Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth of student learning will increase through constant progress monitoring and targeted instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal; AP; Academic Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Beginning in September, campus ESL Coach will plan, model and assist teachers monthly in implementing student learning with English Language Proficiency standards: Sheltered Instruction Training such as student to student discourse, high-level questioning and student collaboration, use of differentiated strategies, sentence-stems, QSSSA, Talk-Read-Talk-Write and randomization of student response processing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Academic Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal; Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Using MAP diagnostic, campus assessments, STAAR Interim and benchmark assessment data to provide Intervention during Mustang Time at least 3 times per week. Students will engage in ELAR instruction using targeted TEKS and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** By May of 2022, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 61% to 80%, the overall Meets will increase from 31% to 50%, and the overall Masters will increase from 10% to 20%.

**Performance Objective 2:** Teacher teams will use the PLC process weekly to plan, analyze, develop effective strategies to increase student learning and drive overall growth.

**Evaluation Data Sources:** Student learning and growth will increase through progress monitoring. Targeted instruction and interventions which will lead to increase student achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and classroom teachers will utilize a goal tracker and reflection document after each unit summative assessment to formally monitor student progress to address gaps in learning and use results to create intervening small group instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth will increase and learning gaps will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beginning in August, designate at least 3 hours prior to each grading period for teachers to collaborate and share ideas during PLC and Professional Development to enhance student learning using provided agenda and Unit Planning Template.</p> <p><b>Strategy's Expected Result/Impact:</b> increased performance on assessments, intentional small group planning**</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> At least once a month, facilitators and teachers will model and provide strategies during after-school professional development to aid new and established teachers in differentiated instruction for at-risk, economically disadvantaged, ELLs and special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will reflect best practices that support students' academic performance and drive student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students will participate in Mustang Time at least 3 times per week, to engage in enrichment or remediation to address the learning growth. Students will be provided targeted TEKS-specific interventions to all levels. This will include enrichment, Tier 2, and Tier 3 based on MAP testing, STAAR Interim and campus-based assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress in mastering prerequisite skills from the previous grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Facilitators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will share evidence of learning examples as part of the weekly PLC process. Examples may include common weekly data checks, exit tickets, quizzes and short-answer response.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** By May of 2022, the overall 6th grade Reading (ELAR) STAAR Approaches level will increase from 61% to 80%, the overall Meets will increase from 31% to 50%, and the overall Masters will increase from 10% to 20%.

**Performance Objective 3:** Improve Tier 1 instruction in ELAR classrooms by increasing student to student discourse, differentiated leveled learning activities and small group instruction.

**Evaluation Data Sources:** Increased academic achievement in math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beginning in August, teachers will provide daily Tier 1 instruction that is focused on student to student discourse including peer collaboration. Strategies to include teacher training and modeling at least once a week, lessons include specified teacher and student talk time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the Unit Planning Template prior to each grading period to unpack the TEKS, identify prerequisites, set a SMART goal, identify available instruction days, determine pre-, post and common assessments, analyze data, set data parameters for intervention and extension and establish a plan for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assign mentors/coaches and provide job-embedded coaching and training for 1st and 2nd-year teachers. Assigned mentors will support beginning teachers to develop strong relationships with all learning, their parents or guardians, and the community through reflective practice on issues of diversity. Mentors will support teachers with best classroom management and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement; campus mentor logs; team planning meeting minutes; end of year Mentor/Mentee</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Core Team will conduct internal instructional rounds together twice a month beginning in September to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement and build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Facilitators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will examine STAAR blueprints, Lead4Ward Field Guides, Canvas Curriculum, District Roadmap, District At-A-Glance, adopted textbooks. Teachers will prepare, adjust content/instruction, unit assessments, progress monitoring, and provide resources needed to prepare for depth and complexity of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievements for all students and build teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Facilitators, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide a necessary math acceleration program (TEK Aligned) to enable teachers to support Tier 1 instruction.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3:** Cultivate a school community that supports a safe and orderly environment, meets the needs of teachers and parents and addresses the social, emotional, and academic needs of students.

**Performance Objective 1:** Provide multiple opportunities for parents to engage with school personnel on how to support their students both academically and socially.

**Evaluation Data Sources:** Parent Conferences





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each teacher will communicate with at least two different families per week via telephone, email, Zoom meetings, and/or teacher conferences regarding student achievement or positive milestones.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent awareness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Facilitators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will host parent events at least 4 times per year such as; band concerts, awards programs, enrichment activities, learning events, breakfast engagement, school tours, incoming student events, luncheons, parent orientation, Skyward training and canvas training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Facilitators, Counselor, Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide at least 4 opportunities for family academic events such as STEM and Curriculum Night, STAAR Presentation, Career Fair and ESL Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental awareness and increased positive results from parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Facilitators, Teachers, Counselor, Parent/Family Outreach Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3:** Cultivate a school community that supports a safe and orderly environment, meets the needs of teachers and parents and addresses the social, emotional, and academic needs of students.

**Performance Objective 2:** Support the emotional needs of students and teachers and work to foster a school climate that is inclusive and celebrates its student and staff.

**Evaluation Data Sources:** Teacher surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage in a variety of activities to increase staff morale such as teacher luncheons, recognition of staff birthdays and theme days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive attitudes that will translate into positive classroom environments</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct routine safety drills as required.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety drill documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students will align with the Code of Conduct and PBIS school-wide expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals. Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PBIS - 211 Title I, Part A - \$1,465.25</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Incorporate character education through counselor lessons, and character education curriculum provided through Physical Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> As a part of the behavior MTSS process, positive behavior lessons will be incorporated into a specialized Mustang Time class in addition to math intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and decrease discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers, Facilitators, MTSS Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for Wessendorff Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

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## Personnel for Wessendorff Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Hayden	Academic Facilitator	0.5
Tiffany Garcia	ESL Coach	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Wessendorff Middle School conducted a comprehensive needs assessment (CNA) in April of 2021. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows:

Norman Jones, Principal

Monica Auffant, Assistant Principal

Angela Toups, Academic Facilitator

Erin Hayden, Academic Faciliator

Tiffany Garcia, ESL Coach

Counselor, TBD

Lantangie Smith, Teacher

James Cook, Teacher

Patricia Daniels, Teacher

Kiara Mumphrey, Teacher

Vilma Martinez, Librarian

Amanda Wilson, Parent

Business Partnership, TBD

District Representative, TBD

Community Partnership, TBD

## **2.2: Regular monitoring and revision**

To remain current and relevant, the CIP will be revised for the 2021-2022 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows:

November 16, 2021

February 21, 2022

April 11, 2022

June 1, 2022

## **2.3: Available to parents and community in an understandable format and language**

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Toups	Math Facilitator	Title I	.25

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors - Reading and Math		\$10,000.00
1	2	6			\$30,600.00
1	3	1	Math Facilitator		\$21,112.90
2	1	1	Tutors - Reading and Math		\$12,211.85
3	2	3	PBIS		\$1,465.25
<b>Sub-Total</b>					\$75,390.00
<b>Budgeted Fund Source Amount</b>					\$75,390.00
<b>+/- Difference</b>					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutor-Reading and Math		\$7,128.00
1	1	2	ESL Instructional Coach		\$68,450.00
1	2	3	Academic Facilitator		\$31,050.00
<b>Sub-Total</b>					\$106,628.00
<b>Budgeted Fund Source Amount</b>					\$106,628.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$182,018.00



# Addendums