

Fort Worth Independent School District
071 Benbrook Middle-High School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

Our school has a population of about 1650 students that serves 6th - 12 grades. We are a neighborhood school that also serves students from other parts of Fort Worth. Currently our student population consists of:

Caucasion: 55%

African American: 10%

Hispanic: 35%

Asian: 3%

Two or More: 2%

Staff:

Teachers: Instructional Support: Office Personel:

Demographics Strengths

Benbrook Middle-High School has an active and engaged SBDM that regulary meets to plan and reflect on our campus. Other groups that work regularly are:

Instructional Learning Team

Professional Learning Communities for Math, English, Science and Social Studies

Student Council

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teacher turnover rate for the last year was 17% which creates consistency issues for the campus in regards to the quality of instruction. **Root Cause:** Teachers that leave for other than reasons beyond the school environment (changes in family situation, promotions, moving etc) are not getting the support needed for them to remain at BMHS

Student Learning

Student Learning Summary

Due to the COVID-19 Pandemic, the Texas Education Agency did not administer the State of Texas Assessments of Academic Readiness (STAAR). However, we did utilize our local curriculum benchmarks and other district and campus based assessments to gauge academic progress. Data gathered after engaging in our Comprehensive Needs Assessment and data analysis process will guide our 2020 – 2021 Campus Improvement Strategies.

Student Learning Strengths

The learning gaps for Hispanic students in the area of 8th grade social studies and U.S. History, according to regular exit ticket data, is non-existent.

Math benchmark data from November showed great gains in 6th and 7th grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Hispanic student population scored, on average, 16% less than the white population on the math benchmarks that were STAAR released tests. **Root Cause:** There is not a system in place for daily assurance of learning for each student for each lesson for each teacher.

School Processes & Programs

School Processes & Programs Summary

Programs:

AVID - Site of Distinction

TMEA Representation for Choir, Orchestra and Band last 2 years

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): BMHS overall percent of students meeting at least one measure of CCMR is 50%, however only 31% of Hispanic students and 42% of African American students met this metric while 60% of Caucasian students met the measure. **Root Cause:** There is a lack of urgency and understanding about the importance of this measure among the students and among staff until students are in 12 grade when it is too late.

Perceptions

Perceptions Summary

After a review of the Panorama survey we learned that there are things we do well and getting better at as well as things that are perceived by some stakeholders as problems on our campus. We compared our survey results with our school vision document to see if what has fallen short with stakeholders was part of our vision as well as what was seen as strengths were included or not in our vision/mission statement. In essence, we believe that each student is owed a high quality education, and that we can deliver on this belief if our teachers are prepared with tier one instructional planning and delivery methods. In comparing our finds in the student survey, we found a gap in the fact the social emotional student well being is not addressed in our vision and therefore only addressed in a reactionary manner on the occasions that surface.

Perceptions Strengths

Through the Panorama survey results for teachers, we are excelling in the areas of: providing an inviting work environment, fostering positive teacher/leadership relationships and providing coaching and feedback that is valued to teachers.

Based on 1000 student surveys recorded our greatest strength was in the area of diversity and inclusion. This metric was well above the district average. This was followed closely by the areas of emotion regulation and providing supportive relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite the comparatively high approval rating of 76% in the student survey in Panorama in the Diversity and Inclusion, Caucasian students approved at 79% while African American students approval was at 69%. **Root Cause:** African American students do not feel/see representation of themselves in the structure of the school to a greater degree than other populations.

Priority Problem Statements

Problem Statement 1: BMHS overall percent of students meeting at least one measure of CCMR is 50%, however only 31% of Hispanic students and 42% of African American students met this metric while 60% of Caucasian students met the measure.

Root Cause 1: There is a lack of urgency and understanding about the importance of this measure among the students and among staff until students are in 12 grade when it is too late.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Our Hispanic student population scored, on average, 16% less than the white population on the math benchmarks that were STAAR released tests.

Root Cause 2: There is not a system in place for daily assurance of learning for each student for each lesson for each teacher.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite the comparatively high approval rating of 76% in the student survey in Panorama in the Diversity and Inclusion, Caucasian students approved at 79% while African American students approval was at 69%.

Root Cause 3: African American students do not feel/see representation of themselves in the structure of the school to a greater degree than other populations.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teacher turnover rate for the last year was 17% which creates consistency issues for the campus in regards to the quality of instruction.

Root Cause 4: Teachers that leave for other than reasons beyond the school environment (changes in family situation, promotions, moving etc) are not getting the support needed for them to remain at BMHS

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals

Student Data: Assessments

- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 1, 2021

Goal 1: Early Literacy


Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.


Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 51.1% to 54.0% by May 2022.


Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 34% to 38% by May 2022.


Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Freshman Success Team to monitor and target all 9th grade student success in all content, attendance and behavior indicators.</p> <p>Strategy's Expected Result/Impact: Increase freshman success on the PSAT indicator for reading from 51 to 54</p> <p>90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p> <p>Staff Responsible for Monitoring: Freshman Success Team</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 36% to 40% by May 2022. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27.3% to 32% by May 2022.

Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality and rigor of Tier 1 instruction in English 1 through a focus on increasing student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: 32% of Hispanic students taking the English EOC will achieve approaching scores.</p> <p>Overall results on the English 1 EOC will increase from 60% to 65%</p> <p>Staff Responsible for Monitoring: Freshman Success Team, Data Analyst</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-071-30-510-000000-22F10 - \$76,668</p>	Formative			Summative
	Nov	Jan	Mar	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: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 49.6% to 53% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32.1% to 35% by May 2022.

Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve quality and rigor of Tier 1 instruction in English II through a focus on increasing student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: 40% of Hispanic students taking the English II EOC will achieve approaching scores.</p> <p>Overall results on the English II EOC will increase from 59% to 65%</p> <p>Staff Responsible for Monitoring: English Teachers, AP over English</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress  Accomplished  Continue/Modify  Discontinue</p>				





Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 24.1% to 28% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8.5% to 12% by May 2022.

Evaluation Data Sources: CIP Companion Guide





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement freshman success team to monitor and target all 9th grade student success in all content attendance, and behavior indicators to ensure students are on track to graduate.</p> <p>Strategy's Expected Result/Impact: Increase freshman success on the PSAT indicator for reading from 51 to 54</p> <p>90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide timely and technical support with student computing devices</p> <p>Strategy's Expected Result/Impact: Students will not suffer down time waiting for tech support with their computing devices: laptops and Chrome books</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-071-30-510-000000-22F10 - \$32,718</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 27.9% to 31% by May 2022. And the percentage of Hispanic students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 22.5% to 25% by May 2022.

Evaluation Data Sources: CIP Companion Guide





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide systemic on going feedback and coaching to improve quality Tier 1 instructions in all content areas for students</p> <p>Strategy's Expected Result/Impact: Overall Algebra 1 scores will increase from 27% to 31% for all students</p> <p>Hispanic students Alg. 1 scores will increase from 22% to 25%</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve quality and rigor of Tier 1 instruction in Algebra 1 through a focus on increasing student engagement, student voice and classroom culture</p> <p>Strategy's Expected Result/Impact: Overall Algebra I scores will increase from 27% to 31%</p> <p>Hispanic students Alg. 1 scores will increase from 22% to 25%</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Freshman Success Team Coach, Instructional Coach, Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development Centered on Tier 1 Instruction - Title I (211) - 211-13-6499-04N-071-30-510-000000-22F10 - \$5,000, Professional Development Centered on Tier 1 Instruction - Title I (211) - 211-13-6329-04N-071-30-510-000000-22F10 - \$9,000, Professional Development Centered on Tier 1 Instruction - Title I (211) - 211-23-6499-04N-071-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	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 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 45.8% to 50% by May 2022.
 Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29.4% to 33% by May 2022.

Evaluation Data Sources: CIP Companion Guide45.3

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of staff to develop and implement plans to ensure all students have a pathway to meet at least one CCMR metric</p> <p>Strategy's Expected Result/Impact: Increase the percentage of senior students that meet CCMR at least one CCMR metric from 48% to 50%</p> <p>Increase the percentage of African American students meeting at least on CCMR metric from 29% to 33%.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, CCMR Coach, TCU advisor, PSSS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deepen campus wide understanding and support for AVID</p> <p>Strategy's Expected Result/Impact: More support for campus wide AVID strategies including non AVID classrooms.</p> <p>Staff Responsible for Monitoring: AVID Coordinator</p> <p>Funding Sources: Training for teachers - Title I (211) - 211-13-6499-04N-071-30-510-000000-22F10 - \$3,971</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 45.3% to 50% by May 2022. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30.4% to 35% by May 2022.

Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Freshman Success Team to monitor and target all 9th grade student success in all content, attendance and behavior indicators.</p> <p>Strategy's Expected Result/Impact: Increase freshman success on the PSAT indicator for reading from 51 to 54</p> <p>90% of true freshman will obtain 6 credits by the end of the year.</p> <p>95% average daily attendance or higher for freshman.</p> <p>Staff Responsible for Monitoring: Freshman Success Team, Assistant Principal, (9th grade counselor</p> <p>Funding Sources: Instructional Support After regular school hours - SCE (199 PIC 24) - 199-11-6412-001-071-24-243-000000- - \$6,593, Instructional Support After regular school hours - SCE (199 PIC 24) - 199-11-6116-001-071-24-243-000000- - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR


Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.


Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 41.8% to 45% by May 2022.


Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 17.4% to 21% by May 2022.


Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve high quality tier one instruction in Algebra I to refocus on increased student engagement, student voice and classroom culture.</p> <p>Strategy's Expected Result/Impact: All 9th graders completing the Algebra 1 test in 9th grade will increase from 42% to 45%</p> <p>African African students completing the Algebra I test in 9th grade will increase from 17% to 21%</p> <p>Staff Responsible for Monitoring: Assistant Principal over Math, Math teachers, (th Grade success Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Teacher - Title I (211) - 211-11-6119-04N-071-30-510-000000-22F10 - \$68,415</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 17.3% to 19% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11.6% to 15% by May 2022.

Evaluation Data Sources: CIP Companion Guide20.1

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve teacher efficacy related to ACT/SAT testing formats and rigor expected of testers.</p> <p>Strategy's Expected Result/Impact: All students testing who meet SAT/ACT criteria for CCMR will increase from 17% to 19%.</p> <p>Hispanic Students testing who meet SAT/ACT criteria for CCMR will increase from 11% to 15%</p> <p>Staff Responsible for Monitoring: PSSS, Counselors, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 20.1% to 18% by May 2022.

Decrease the number and percentage of white students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 13% by May 2022.

Evaluation Data Sources: CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop an incentive based initiative to improve attendance. Strategy's Expected Result/Impact: A decrease for students that can be classified as chronically absent from 20% to 18% Staff Responsible for Monitoring: Attendance clerk, Stay in School Coordinator, Administrators Funding Sources: Materials for 6th and 9th grade induction camps - Title I (211) - 211-11-6499-04N-071-30-510-000000-22F10 - \$4,000, Snacks and Incentives for Students - Title I (211) - 211-11-6499-04N-071-30-510-000000-22F10 - \$5,425</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Six Weeks Attendance Recognitions for Students Strategy's Expected Result/Impact: A decrease in students with chronic attendance concerns Staff Responsible for Monitoring: Stay in School Coordinators and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 56.3% to 60% by May 2022.

Increase the positive response by white students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 55.2% to 57% by May 2022.

Evaluation Data Sources: CIP Companion Guide





Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity in regards to the impact of learning environment on students' experience to improve sense of belonging, relationships and connecteness.</p> <p>Strategy's Expected Result/Impact: Increase positive response on Panorama Data for all students on student learning environment from 56% to 60%.</p> <p>Staff Responsible for Monitoring: Counselors, Intervention Specialist, Admin.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for low socio-economic students or the student group that is most marginalized on our campus (gender, race, program, other) from 6.6% to 4% by May 2022.

Evaluation Data Sources: CIP Companion Guide





Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher and administrator awareness through culturally responsible professional development that focuses on the impact of discipline in schools on students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of suspensions for African American Students from 6% to 4%.</p>	Formative			Summative
	Nov	Jan	Mar	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: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 78% to 80% by May 2022.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and fine tune the role of parent communication specialist to focus on more frequent and varied opportunities for families and community to interact with the school environment.</p> <p>Strategy's Expected Result/Impact: The positive parent response rate for engagement will increase from 78% to 80%.</p> <p>Staff Responsible for Monitoring: Administrators, Secretary, Parent Communication Specialist</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Family Communication Supplies: Stamps/Paper/Office supplies/Learning Materials - Title I (211) - 211-61-6399-04L-071-30-510-000000-22F10 - \$4,567, Family Engagement Specialist - Title I (211) - 211-61-6129-04L-071-30-510-000000-22F10 - \$15,000, Family Communication Supplies: Refreshments - Title I (211) - 211-61-6499-04L-071-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Richard Penland	Principal
Administrator	Linda Grubbs	Asst. Principal
Administrator	Michelle Schwalls	Asst. Principal
Professional Non-Teaching Staff	Jessica Aguilera	Parent Communication Specialist
Parent	Jason Ward	Parent
Community Representative	Tiffany Rogers	Community Representative
Classroom Teacher	Tiffany Giddens	Teacher
Classroom Teacher	Samuel De Valdenebro	Classroom Teacher
DERC Representative 1	Melissa Bryant	Classroom Teacher
Classroom Teacher	Lacy Little	Classroom Teacher
Business Representative 1	Anita Grogan	Business Representative 1
Community Representative	Renee Franklin	Community Representative
Non-classroom Professional	Amy Wagner	Data Analyst
Business Representative 2		
Administrator	Phillip Adams	Asst. Principal
DERC Representative 2	Glorianne Mason	Asst. Mason
Professional District-Level Staff	andrea Lange	Principal
Parent 2	Kenny Smith	Parent
Parent 3		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Data Analyst	Data Analyst	211-13-6119-04N-071-30-510-000000-22F10	\$76,668.00
2	1	2	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-071-30-510-000000-22F10	\$32,718.00
2	2	2	Professional Development Centered on Tier 1 Instruction	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-071-30-510-000000-22F10	\$5,000.00
2	2	2	Professional Development Centered on Tier 1 Instruction	Reading materials for professional development	211-13-6329-04N-071-30-510-000000-22F10	\$9,000.00
2	2	2	Professional Development Centered on Tier 1 Instruction	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04N-071-30-510-000000-22F10	\$3,000.00
3	1	2	Training for teachers	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-071-30-510-000000-22F10	\$3,971.00
3	3	1	Math Teacher	Title I Teacher	211-11-6119-04N-071-30-510-000000-22F10	\$68,415.00
4	1	1	Materials for 6th and 9th grade induction camps	Snacks or incentives for students	211-11-6499-04N-071-30-510-000000-22F10	\$4,000.00
4	1	1	Snacks and Incentives for Students	Snacks or incentives for students	211-11-6499-04N-071-30-510-000000-22F10	\$5,425.00
4	4	1	Family Communication Supplies: Stamps/Paper/Office supplies/Learning Materials	Supplies and materials for parental involvement	211-61-6399-04L-071-30-510-000000-22F10	\$4,567.00
4	4	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-071-30-510-000000-22F10	\$15,000.00
4	4	1	Family Communication Supplies: Refreshments	Snacks for parents to promote participation	211-61-6499-04L-071-30-510-000000-22F10	\$3,000.00
Sub-Total						\$230,764.00
Budgeted Fund Source Amount						\$230,764.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	2	1	Instructional Support After regular school hours	Transportation costs for students	199-11-6412-001-071-24-243-000000-	\$6,593.00
3	2	1	Instructional Support After regular school hours	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-071-24-243-000000-	\$5,000.00
Sub-Total						\$11,593.00
Budgeted Fund Source Amount						\$11,593.00
+/- Difference						\$0.00
Grand Total						\$242,357.00