

**Fort Worth Independent School District**  
**085 Marine Creek Collegiate High School**  
**2021-2022 Campus Improvement Plan**

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

# Mission Statement

Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

## Vision

MCCHS will continue to develop our navigational systems and approaches to support students as they choose their own destinations.

## Value Statement

*Service*

*Honesty*

*Accountability*

*Respect*

*Kindness*

*Scholarship*

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# Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

## Demographics

### Demographics Summary

In collaboration with Tarrant County College (TCC) Northwest Campus, Marine Creek Collegiate High School (MCCHS) was developed in 2010 to give students the opportunity to graduate with a high school diploma, an associate degree, and advanced skills for the 21st century workplace.

Housed on the beautiful TCC Northwest Campus, MCCHS is a Fort Worth ISD Gold Seal School of Choice focusing on high academic achievement and equipping scholars with high level college readiness skills. Because of this intense focus on academics, MCCHS only offers UIL academic competitive teams.

### COURSE OFFERINGS:

Marine Creek Collegiate High School offers an Associate of Arts degree with the following high school diploma endorsements options:

- *Arts and Humanities*
- *Multidisciplinary Studies*
- *STEM (Science, Technology, Engineering, Math)*

### Mission Statement

- Students will be provided a compass to aid them in their journey while anchoring them in their values to help them navigate the seas of life.

### Vision Statement

- MCCHS will continue to develop our navigational systems and approaches to support students as they choose their own destinations

### Values:

- *Service*
- *Honesty*
- *Accountability*
- *Respect*
- *Kindness*
- *Scholarship*

### Demographics Strengths

MCCHS continues to recruit and serve at-risk, economically disadvantaged students that represent our communities in FWISD.

For Early College with TEA:

Economically Disadvantage 86% (No more than 10% points under district (grades 9-12))

At-Risk 38.69% (No more than 25% points under district (grades 9-12))

Data on the following populations historically under-represented in higher education will also be provided in your Outcomes-Based Measures Summary Report:

- African American
- Hispanic • Male

These data are for informational purposes ONLY and are not used to determine an ECHS's designation status.

Hispanic: 81.2%

African American: 8.99%

Male: 37.6%

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

**Problem Statement 1:** MCCHS targets students that reflect the FWISD demographics during recruitment. **Root Cause:** MCCHS continues to receive applications mainly from those schools that are closer to our campus in the north Fort Worth Area.

**Problem Statement 2:** According to our Student Survey, only 21% of students responded favorably to student engagement at MCCHS and only 13% are eager to participate. **Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.

# Student Learning

## Student Learning Summary

MARINE CREEK COLLEGIATE H S earned an A (94) in 2018-2019 for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

MCCHS earned 2 distinction designations, or awards for outstanding performance.

- Comparative Academic Growth
- Postsecondary Readiness

## Student Learning Strengths

MCCHS Data on EOCs:

- 100% Passed Algebra I, 85% Meets, 59% Masters
- 96% Passed Biology, 71% Meets, 24% Masters
- 91% Passed ELA I, 68% Meets, 18% Masters
- 87% Passes ELA 2, 66% Meets, 7% Masters
- 100% Passed US History, 79% Meets, 49% Masters

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** MCCHS students are not scoring as high on the Biology, and English I/II in Meets and Masters compared to Algebra I and US history. **Root Cause:** English Department needs to focus more on vertical alignment and data-driven lesson plans.

**Problem Statement 2:** According to our Student Survey, only 21% of students responded favorably to student engagement at MCCHS and only 13% are eager to participate. **Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.

# School Processes & Programs

## School Processes & Programs Summary

Marine Creek Collegiate High School ensures that stakeholders in our learning community are invested in the progression of sustainable success instructionally through AVID, ECHS-specific, Pre-AP College Board, and Gifted and Talented certification training. As an AVID schoolwide campus, our goal is to be certified with distinction within five years. To ensure and maintain a college going culture and expectation, all grade levels visit at least two universities. One within and one outside of the Dallas-Fort Worth Area. Additionally, all grade levels serve through participation in one community service project per school year. For greater learning community impact and connection, MCCHS implements a dedicated parent night each semester, has PTA Officers to facilitate parental involvement and engagement, remains diligent with fostering the relationship with TCC Northwest Campus, and seeks opportunities to solidify community investment through the success of the MCCHS Golf Tournament.

## School Processes & Programs Strengths

Marine Creek College High School will facilitate and implement goals to increase the level and quality of Tier I instruction through monitoring best practices in differentiate instruction, formative assessment, checking for understanding, questioning techniques, and embedded technology. FWISD Professional Development will provide support and curricular resources for sustainable Tier I instructional implementation. MCCHS administration, leadership, and instructional teams will revisit campus wide lesson plans, review lesson cycles that produce high quality instruction ("I Do, We Do, You Do") through Department PLCs, model AVID strategies at every faculty meeting, and conduct ECHS-specific training between TCC Northwest and MCCHS staff will foster greater opportunities for collegiality and collaboration for student success. The MCCHS leadership team will also facilitate processes to evaluate our college going culture by assessing expectations during college level visits and collaborating with funding sources for continued support for transportation for college visits and service projects. To increase our family and community engagement, we will plan PTA recruiting campaigns (events and fundraisers), recruit support from local businesses, and find innovative ways to reach out Spanish speaking parents.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** According to our Student Survey, only 21% of students responded favorably to student engagement at MCCHS and only 13% are eager to participate.

**Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures and systems after a pandemic shutdown of our schools and recovering into our new normal.

**Problem Statement 2:** Our students and teachers have not experienced a Tier I best practices when it comes to student engagement and formative/summative assessment during our hybrid model of teaching this current year. **Root Cause:** In our PLC and Professional development we will reset our Tier I best practices to focus on AVID strategies to include but not limited to focus note taking, checking for understanding, and embedded technology.

# Perceptions

## Perceptions Summary

Marine Creek Collegiate High School has created a safe and secure learning environment where students are encouraged to take risks, overcome challenges, and celebrate growth (both academic and personal). From our freshman orientation to our graduation celebration, we foster student independence and self-sufficiency. Our students are equipped and empowered to meet the challenges of their college classes, both now and in the future of their educational journeys.

Our campus is an inclusive environment that fosters the intrinsic motivation and cultivates the individual strengths of every student. As a campus community, we value the diversity of our student body and provide culturally relevant instruction. By establishing the AVID program schoolwide, we provide additional support and refine important academic skills in our dually-enrolled students. We utilize our advisory period to mentor students, strengthen relationships, and monitor student progress, sharing in the joys and challenges of each individual academic journey. Our faculty and staff invest their time and talents into multiple extracurricular opportunities for our students, supporting the enrichment and holistic development of each individual.

At Marine Creek, every stakeholder is a valued and respected member of our campus community. Administrators and teachers work in close collaboration, sharing innovative ideas to improve the quality of in-person and online instruction. Our accomplishments at Marine Creek would not be possible without the exceptional partnership that we share with Tarrant County College and the relationships we nurture with our students' parents/guardians and local community.

## Perceptions Strengths

According to our Panorama Teacher survey (14 out of 17), Teachers feel:

- 93% Inviting Working Environment
- 75% Educating All Students
- 75% Staff Leadership Responsibilities
- 71% Cultural Awareness & Action (Student Focus)

According to our Panorama Student Survey (154 out of 367), Students feel:

- 82% Supportive Relationship
- 78% Diversity & Inclusion

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to our Student Survey, only 21% of students responded favorably to student engagement at MCCHS and only 13% are eager to participate.

**Root Cause:** Rebuilding and fostering relationships throughout the year and have intentional transitions with the entire learning community as we begin establishing procedures



and systems after a pandemic shutdown of our schools and recovering into our new normal.

# 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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data

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

# Goals

Revised/Approved: June 4, 2021





## Goal 1: Early Literacy

Increase the percentage of English I and II students who score at meets grade level or above on STAAR Reading from 69% to 90% 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 47% to 52% by May 2022.

Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 52% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During our Advisory &amp; Study Skills all students will be working from 11:00 - 11:45 on the following items on-line: PSAT, SAT, ACT, TSI, TX EOCs, and Dual Credit (9+ hours).</p> <p><b>Strategy's Expected Result/Impact:</b> Our PLC will meet regularly and discuss best practices to reach campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. Purchase supplies, materials, and resources for classroom instruction.</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-085-24-243-000000- - \$2,108, - Title I (211) - 211-11-6399-04N-085-30-510-000000-22F10 - \$23,157</p>	Formative			Summative
	Nov	Jan	Mar	June


 0% No Progress
 100% Accomplished
 Continue/Modify
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**Goal 1: Early Literacy**


Increase the percentage of English I and II students who score at meets grade level or above on STAAR Reading from 69% to 90% by August 2024.


**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 69% to 74% by May 2022. Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 69% to 74% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all teachers are trained in AVID &amp; using as many strategies as possible learned from TEA ECHS/AVID professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Will meet with all departments twice a month and discuss what supplies, materials, programs, reading materials, etc.. are need for all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team will monitor twice every six weeks and during our coaching conversations with each individual teacher. And meet with Department coaches as needed to meet campus goals. Purchase supplies, materials, reading materials, and resources for classroom instruction.</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6329-04N-085-30-510-000000-22F10 - \$2,088</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Early Literacy**

Increase the percentage of English I and II students who score at meets grade level or above on STAAR Reading from 69% to 90% by August 2024.

**Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 78% to 83% by May 2022.

Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 78% to 83% by May 2022.



**Goal 2: Early Math**

Increase the percentage of Algebra I students who score at meets grade level or above on STAAR Mathematics from 25% to 80% 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 37% to 42% by May 2022.


Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 42% by May 2022.


**Goal 2: Early Math**


Increase the percentage of Algebra I students who score at meets grade level or above on STAAR Mathematics from 25% to 80% by August 2024.


**Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 25% to 45% by May 2022. And the percentage of All students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all teachers are trained in AVID &amp; TEA ECHS requirements and all strategies from professional development are up to date with AVID Summer Institute Requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Work Monthly with AVID Site Team to review our goals.</p> <p><b>Staff Responsible for Monitoring:</b> 4 year plan to ensure all instructional staff, and leadership team attend at least 1 AVID Summer Institute. AVID PD at every faculty meeting and AVID walkthroughs of classroom instruction.</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6499-04N-085-30-510-000000-22F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

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**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 99% to 100% by June 2024.

**Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 99% to 100% by May 2022.

Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 99% to 100% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct University visits on Friday when Students are off from TCC classes to promote a college going culture post graduation. (2 college visits per grade level per year)</p> <p><b>Strategy's Expected Result/Impact:</b> Work Monthly with AVID Site Team to review our goals.</p> <p><b>Staff Responsible for Monitoring:</b> Work With Class Sponsors, AVID Team, and Leadership Team to identify 4 year universities to attend and tour. AVID Coordinator will schedule specific dates and times based on our school calendar of events.</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, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6412-04N-085-30-510-000000-22F10 - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	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 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 99% to 100% by June 2024.

**Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 28% to 75% by May 2022. A

Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 75% by May 2022.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 99% to 100% by June 2024.

**Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 88% to 93% by May 2022.

Increase the percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 88% to 93% by May 2022.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 99% to 100% by June 2024.

**Performance Objective 4:** Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 34% to 39% 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 34% to 39% by May 2022.

**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 21%% to 16% by May 2022.





Decrease the number and percentage of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 16% by May 2022.

**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% to 61% by May 2022.

Increase the positive response by All students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 61% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all teachers are traveling with students and discussing topics covered on college trips to promote a college going culture post graduation. This will help cover the cost of subs while teacher are traveling with students to visit colleges/universities or working on Service Learning Projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Work Monthly with AVID Site Team to review our goals.</p> <p><b>Staff Responsible for Monitoring:</b> Rubric for post trip discussions through AVID classrooms and with class sponsors through grade specific homerooms.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-0PD-085-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher will ensure that they will be available to provide support and active monitoring to support our college visits and learning service projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Work Monthly with AVID Site Team to review our goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers will be present during college field trips and service learning projects outside the normal school day. Teachers will provide additional support and guidance during attendance recovery, and after school tutorials.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-085-30-510-000000-22F10 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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**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 All students or the student group that is most marginalized on our campus (gender, race, program, other) from 3% to 2% by May 2022.

**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 84% to 89% by May 2022 (3-year Average).

Increase the positive perception of parents of All students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 84% to 89% by May 2022 (3-year Average).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCCHS will utilize the Parent Liaison to increase Parent communication &amp; Involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Review campus goals with Parent Liaison, at least once a month.</p> <p><b>Staff Responsible for Monitoring:</b> Meet monthly with Parent Liaison to continue to increase parent involvement.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I (211) - 211-61-6129-04L-085-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 1	Melanie Grubbs	SS Teacher
Classroom Teacher 2	Donald Rhine	Math Teacher
Classroom Teacher 3	Christina Vidrine	AVID Teacher
Classroom Teacher 4	Sylvia Byrd	AVID Teacher
Professional Non-Teaching Staff	Topaz Thornton	Assistant Principal
Community Representative 2	Cheryl Roberts	TCCNW Representative
Business Representative 1	Todd Styles	Allmark Impressions Owner
Business Representative 2		
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)		
Professional District-Level Staff	Ben Leos	Executive Director Department of Innovation
Parent 1	Soad Hollingworth	Parent of 11th & 12th
Parent 2		
Parent 3		
Community Representative 1		

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Supplies and materials for instructional use	211-11-6399-04N-085-30-510-000000-22F10	\$23,157.00
1	2	1		Reading materials for classroom use	211-11-6329-04N-085-30-510-000000-22F10	\$2,088.00
2	2	1		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-085-30-510-000000-22F10	\$7,000.00
3	1	1		Transportation costs for students	211-11-6412-04N-085-30-510-000000-22F10	\$35,000.00
4	2	1		Extra duty pay for PD after hours	211-11-6116-0PD-085-30-510-000000-22F10	\$2,000.00
4	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-085-30-510-000000-22F10	\$15,000.00
4	4	1		Family Engagement Specialist	211-61-6129-04L-085-30-510-000000-22F10	\$12,000.00
<b>Sub-Total</b>						\$96,245.00
<b>Budgeted Fund Source Amount</b>						\$96,245.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Supplies and materials for instructional use	199-11-6399-001-085-24-243-000000-	\$2,108.00
<b>Sub-Total</b>						\$2,108.00
<b>Budgeted Fund Source Amount</b>						\$2,108.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$98,353.00