

Birdville Independent School District
Richland High School
2022-2023 Campus Improvement Plan

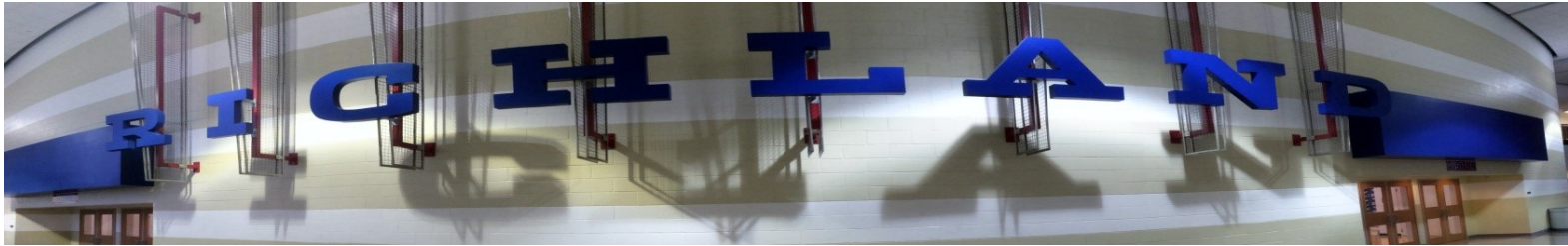


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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents 35% of our student population and that increase brings additional students classified as LEP.

The percentage of our students classified as economically disadvantaged has grown to 46%.

Our At-Risk percentage has risen to 39%.

8.1% of our population is classified as SPED.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 Richland High School did not meet the target with a TELPAS progress rate of **32%**. In 2020-2021 Richland High School did not meet the target with a TELPAS progress rate of **33%**. In comparing the progress rate from 2019 and 2021, Richland demonstrated a **1% point increase** in students' English Language Proficiency Status.

In 2021-2022 Richland High School **met** the target with a TELPAS progress rate of **38%**. In comparing the progress rate from 2021 and 2022, Richland High School demonstrated a **5% point increase** in students' English language development.

Student Learning

Student Learning Summary

Student performance varies from subject to subject which indicates a tightening of process needs to take place.

- Increased number of students failed one or more courses resulting in a loss of credit
- Decreased number of students in "Approaches" "Meets" and "Masters" category for STAAR in tested areas
- Increased number of students were not eligible for participation in UIL at progress reporting time throughout the school year for 2020-2021
- Increased attendance issues due to varied platforms and lack of continuity for direct instruction
- Increased number of qualifying scores on AP exams

All state and national tests were given in to students that were both in person learners and on line learners.

For the 2021-2022 school year, the campus will use campus, district, and state tests to help identify areas of need and gaps that exist due to 18+ months of inconsistent classroom practices that were necessary to achieve in person and on line learning simultaneously.

Student Learning Strengths

Campus wide implementation of Character Strong Curriculum allowed for more connections for students social emotional health, safety and well being. Teachers adapted instructional methods for reaching many students in various formats for the 2020-2021 school year while focusing on the health and well being of RHS community.

AP tests were given district wide face to face allowing for a consistent testing environment for all students.

Campus wide focus on best practices for classroom instruction will provide needed consistency and support for instruction. Utilizing processes that were working prior to the pandemic and strengthening direct instruction with campus identified areas for targets that include:

- Plan, DO, Study, Act
- Data collection and goal setting by students
- Literacy strategies for every content
- PLC process

School Processes & Programs

School Processes & Programs Summary

2022 Current STAAR Data indicates our incoming freshman have many gaps in learning 8th grade material needed for success in 9th grade courses. This same trend is true for each co-hort of students.

Tier 1 instruction needs to be strengthened. Re-Calibration of Best Tier 1 Practices that include: Workshop Model, PDSA, Student Centered Goals and Goal tracking, and literacy strategies across contents.

All PLC work and professional learning will focus on these re-calibration practices.

Our campus exhibits confidence in our community as referenced by campus surveys.

Character Strong focuses on Social Emotional Needs of students and is a campus wide focus.

School Processes & Programs Strengths

AP program options remain a strong offering at RHS with increased success with qualifying scores for the 2021-2022 school year. However, the number of students enrolling in those classes continues to decline.

CTE options allow for students to be transported each period to the BCTAL along with CTE options at RHS. These options are available to any student at RHS.

The Royal Time Advisory are now using Character Strong curriculum to guide students and teachers through SEL lessons. In addition, Royal Time is now being used to address AI and some RTI needs. This plan will need to be monitored to ensure that we are getting what we need out of this new system.

Students and teachers are publicly recognized for positive influences and student achievement. We have awards assemblies for students throughout the year.

2022 Graduation Rate is 98.7 % and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

Perceptions

Perceptions Summary

The mascot change during the 2020-2021 school year allowed for a unification of school spirit. Community and student input was designed into every aspect of the process from choosing the mascot to naming the mascot. The mascot change has had a positive impact on students and staff. The inclusive process allowed for a fresh start and for our students to create the narrative for Rocky the Royal.

Richland High School offers a variety of course options that coincide with offering multiple endorsements by many students. Students have access to Career and Technology resources and classes each period of the day.

Our campus is well maintained. Student survey information gives us areas to focus on for growth

- 48% of students "like" school
- 61% of students feel classrooms/lab/gyms/fields at school are in good quality
- 70% of students say the rules for behavior are clear

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

Perceptions Strengths

Richland High School has strong community support and the expectations for this campus remain high. They want to see Richland successful in all areas. While the recent change in the mascot and other areas of the school has caused a loss of identity. The core of RHS is still strong and something to build upon as we rebrand ourselves.

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

Priority Problem Statements

Goals

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: a) Use PG-SLO tasks to implement district reading and writing strategies.</p> <p>b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day.</p> <p>c) Use the PLCs to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign.</p> <p>d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction.</p> <p>Actions: a. Set campus wide expectations regarding classroom instructions.</p> <p>b. Create focused department chair/admin walkthroughs to ensure fidelity.</p> <p>c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>d. Create monthly focus on tier one initiatives starting in September.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Align processes that encourage and facilitate personalized learning for students.</p> <p>Actions: A. Utilize Canvas and Aware to its fullest capacity. B. Use of IEP, 504, and ESL accommodations to individualize instruction. C. RtI Tier 3 additional services are provided through reading classes and Edgenuity. E. Monitor, support and provide feedback to support campus implementation of personalized learning. F. Student data collection in classrooms (online or paper) G. Monitor Accelerated Instruction Tutorials and progress</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$79,338</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Identify GT students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p>Actions: a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders.</p> <p>b) Offer SAT/ACT Preparation course through Royal Time.</p> <p>c) Make hard push for UIL Academic contest.</p> <p>d) Develop an AP course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion.</p> <p>e.) Identify current 8th graders to recruit for AP track during registration in January.</p> <p>Staff Responsible for Monitoring: Tracey Besgrove Amy DeWeese Katie Kern</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Sources: STAAR, PBMAS, and CBA results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Actions: a. Align special education instructional practices to the literacy plan and Tier I priorities.</p> <p>b. Increase opportunities for collaboration between general education and special education teachers.</p> <p>c. Create weekly monitoring system for all Special Education students.</p> <p>d.) Assign SpEd caseworkers for each student receiving academic support through SpEd.</p> <p>e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science.</p> <p>f. Increase the number of students in special education taking CTE offerings that include industry based certifications.</p> <p>Staff Responsible for Monitoring: Tracey Besgrove Denise Jones Counselors Dee Pollack</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis.</p> <p>Actions: a. Use of Aware Monitoring lists for all Special Education students and their case managers.</p> <p>b. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record.</p> <p>Staff Responsible for Monitoring: Tracey Besgrove Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Develop and implement system-wide instructional practices appropriate for ELs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.</p> <p>Actions: a. Improve communication between new-comer program teacher and EA with sheltered teachers.</p> <p>b. Use of IXL for sheltered students in Math and ELAR.</p> <p>c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources.</p> <p>d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC.</p> <p>e. Provide quality training for all instructional staff to engage and support English learners</p> <p>f. Monitor language proficiency and academic performance data to identify where additional support is needed.</p> <p>g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.</p> <p>h. Clarify appropriate writing samples to be collected in all subjects</p> <p>i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS</p> <p>Staff Responsible for Monitoring: Tracey Besgrove ESL Teacher Gen ed teachers of EL students</p> <p>Funding Sources: ESL Personnel - 199 - General Funds: SCE</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency</p> <p>Actions: a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity.</p> <p>b) Identify gaps in the implementation of the campus academic RtI plan.</p> <p>c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.</p> <p>d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.</p> <p>Staff Responsible for Monitoring: Tracey Besgrove Dr. Frankie Norris Amy DeWeese Katie Kern</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$635,709</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p>Actions: a. Train all staff on how to access, collect, and disaggregate relevant data.</p> <p>b). Send teams to visit campuses who model effective use of data.</p> <p>c.) By December, all PLC teachers will keep data binders that show effective tracking of student progress.</p> <p>d.) All STAAR tested students track their own data through the use of student data folders by the start of the first semester.</p> <p>d. Collect evidence and artifacts from classroom walk-throughs regarding successful use data with the goal of moving to a full PDSA model by the end of the year.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Instructional Coach Principal</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: Engage parents and community in the educational process.</p> <p>Actions: a. Create campus wide communication system through weekly newsletter. b. Create campus wide communication system for teacher developed progress reports in each subject area. c.) Send weekly letter to all parents who are currently failing with tips and resources to help them be successful. d) Increase social media presence by 100% with goal of at least 15 postings each week that highlight activities, both academic and extracurricular, going on at RHS</p> <p>Staff Responsible for Monitoring: Katie Kern Principal Assistant Principals Darlene Tate Shelley Marshall</p> | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |


Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.


Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.


Evaluation Data Sources: Character Strong Lessons and Character Dares
 Character Strong Surveys
 Gallup Student Poll

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills Actions: a. Implement Character Strong during Royal Time b. Continue Hope Squad with curriculum focusing on peer intervention c. Character Strong Lessons and Curriculum throughout the school during Royal Time Staff Responsible for Monitoring: Principal Darlene Tate Shelley Marshall All Teachers Assistant Principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Utilize the district behavioral RtI plan</p> <p>Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, administrators.</p> <p>b) Provide training on the district behavior RtI plan.</p> <p>c) Identify needed support systems.</p> <p>d) Provide a menu of options of Restorative Discipline systems for campus implementation.</p> <p>e) Utilize Restorative Discipline systems at Richland High School.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counseling Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement the behavioral RtI plan with fidelity.</p> <p>Actions: a) Offer a variety of options that reduces the amount of time the student is not in class.</p> <p>b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated.</p> <p>c) Train campus leaders to implement the behavior RtI plan.</p> <p>d) Evaluate the implementation of the behavior RtI plan.</p> <p>e) Monitor the assignment of students to DAEP and their subsequent behavioral progress.</p> <p>f) Continued implementation of Behavioral RtI.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counseling Staff</p> | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Our goal is 96%.


Evaluation Data Sources: Attendance Data


| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: a) Promote attendance through competition and rewards.</p> <p>b) Coordination with a student support specialists to work with students on an individual basis to determine root cause.</p> <p>c.) Create Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions , including attendance, here at RHS.</p> <p>d.) Work with other secondary principals to create list of best practices when it comes to improving attendance.</p> <p>e.) Communicate with parents and students to importance of attendance through weekly newsletters/videos.</p> <p>Staff Responsible for Monitoring: Assistant Principals Attendance Clerks Graduation Coach Truancy Officer</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Develop and deploy continuous improvement processes in classroom instruction.</p> <p>Actions: a) Create, monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |


b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.

c) Administration team has created a system to collect data and reflect upon the process for safety initiative, monitoring literacy, and improving professional development. The team meets periodically to use the PDSA cycle for course correction.

Staff Responsible for Monitoring: Assistant Principals
PLC's
Department Chairs
Academic Dean

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes on campus.





Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being.</p> <p>Actions: a) Create campus wide expectations for both students and staff at the start of the school year that includes a campus wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Utilize student survey data to direct SEL programming through the classroom and Royal Time. Monitor Royal Time to ensure fidelity by all teachers. d) Create campus wide student incentive program to recognize those students who are exhibiting traits we desire at RHS. e) Encourage all staff members to join PTA</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Department Chairs</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.





Evaluation Data Sources: Survey of campus stakeholders - Safety
 Survey of campus stakeholders - Character Strong

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) All administrators display high visibility practices in hallways and classrooms.</p> <p>b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways</p> <p>c) Use of Navigate 360 for all safety drills</p> <p>d) Conduct safety drills each month and document</p> <p>e) School Safety Committee will meet each month</p> <p>d) Variety of student clubs and organizations to be inclusive of all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counseling Staff All Faculty All Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.





Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

| Strategy 1 Details | Reviews | | | |
|--|--------------------|-----|-----|-----------|
| <p>Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment.</p> <p>Actions:</p> <ul style="list-style-type: none"> a) Have all staff review all Covid safety protocols and procedures. b) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty. c) Require staff to review district plan and related department plans through the Safe Schools platform d) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs e) Continue Safety Committee meetings per district plan. f) Review and report claim information per the district plan g) Perform campus/building safety walk throughs as required by district plan g) Teachers encouraged to be spectators rather than participants in physical competitions with students h) Use of district provided stools and ladders for safety compliance <p>Staff Responsible for Monitoring: Principal Assistant Principals Department Chairs</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | Empty review cells | | | |
| <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: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: College Readiness Data and Health Surveys

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Deliver current and accurate information regarding college readiness.</p> <p>Actions: a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI).</p> <p>b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness.</p> <p>c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Zoom</p> <p>Staff Responsible for Monitoring: Counselors Academic Dean</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Develop and maintain a campus-wide coordinated health program.</p> <p>Actions: a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress.</p> <p>b) Provide SEL support for all learners</p> <p>c) Implement Life Lines Suicide prevention curriculum</p> <p>Staff Responsible for Monitoring: Principal Crisis Counselor Nurses</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for Richland High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Richland High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|------------------------------|------------|
| Darlene Tate | Student Assistance Counselor | 1 |
| Jenai Alvarez | Graduation Coach | 1 |
| Jennifer Linebaugh | Reading Interventionist | 1 |
| Shelley Marshall | Student Assistance Counselor | 1 |
| Stacey Hayley | Bilingual/ ESL EA | 1 |
| Yvette Rieser | ESL Teacher | 1 |

Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|------------------------------------|-----------|----------|------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Intervention Personnel | | \$0.00 |
| 1 | 2 | 3 | ESL Personnel | | \$0.00 |
| 1 | 2 | 4 | Intervention Personnel | | \$635,709.00 |
| Sub-Total | | | | | \$635,709.00 |
| Budgeted Fund Source Amount | | | | | \$635,709.00 |
| +/- Difference | | | | | \$0.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | ESSER Tutors | | \$79,338.00 |
| Sub-Total | | | | | \$79,338.00 |
| Budgeted Fund Source Amount | | | | | \$79,338.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$715,047.00 |
| Grand Total Spent | | | | | \$715,047.00 |
| +/- Difference | | | | | \$0.00 |