

Birdville Independent School District
Smithfield Middle School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 830 students from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics:

Male Students-428 (51.8%)

Female Students-398 (48.1%)

White-66.5%

Hispanic-18.6%

Asian-4.8%

Black-6%

Other-3.5%

Special Education-9.6%

Gifted and Talented-18.9%

Economically Disadvantaged-23%

Emergent Bilingual- 6%

Students taking at least one Pre-Advanced Placement Class-70%

Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be directly involved in their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the school must be established. Our goal is to form this partnership with every one of our parents. The demographics of this area certainly allows us opportunities to get our parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students come from homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students a

also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Root Cause:** I believe continued growth in the district and families looking for a successful school for their children.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

Smithfield Middle School has a tradition and culture of academic excellence. Success in academics is not only encouraged, it is expected from students, staff, and community.

6th grade Reading- 90% (43% Masters)

6th grade Math- 96% (38% Masters)

7th grade Reading-93% (57% Masters)

7th grade Math-93% (58% Masters)

8th grade Math-96% (49% Masters)

8th grade Reading-94% (53% Masters)

8th grade Science-92% (44% Masters)

8th grade Social Studies-81% (33% Masters)

Algebra I-100% (100% Masters)

Special Education Data: While our students who are served through our special education program performed well compared to other students across the state who are also served under the special education umbrella, we feel there is still much improvement to be made. We have increased the number of co-teachers and in class support. In addition, we have assigned case managers to all special education students. These case managers monitor and meet with our special education students on a regular basis to discuss expectations and the students' data.

Emergent Bilingual: The EB student population continue to increase in recent years. These students have shown knowledge and success in the area of math, but assessment data also indicates reading continues to be an area to grow in academic success.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Smithfield Middle School met the target with a TELPAS progress rate of 68%. In 2021-2022 Smithfield Middle School again met the target with a TELPAS progress rate of 48%. In comparing the progress rate from 2021 and 2022, Smithfield Middle School demonstrated a 20% point decrease in students' English language development.

Student Learning Strengths

Students across the grade levels and STAAR assessments showed improvement in students passing percentages in the approaches category from the prior year. We met a campus goal of having a passing percentage of 90% or higher on all assessments. Another goal of Smithfield was to recover from the COVID-19 Pandemic effect. We are not where we were in 2019, students were able to make gains in all assessments and come closer to closing the gap from 2019 STAAR assessment results.

2022 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	82.2%	56.4%	28.8%	95.1%	78.3%	49.8%	98.5%	77.5%	48.4%
2020	COVID-19								
2021	88.1%	56.5%	30.0%	85.8%	62.1%	35.6%	86.6%	57.5%	31.2%
2022	89.8%	68.2%	42.8%	93.2%	77.9%	57.1%	93.6%	77.5%	52.9%
2021-2022 Comparison	2%	12%	13%	7%	16%	22%	7%	20%	22%
2019-2022 Comparison	7.6%	11.8%	14.0%	-1.9%	-0.4%	7.3%	-4.9%	0.0%	4.5%
	6TH MATH			7TH MATH			8TH MATH		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	95.8%	85.1%	60.2%	98.1%	87.2%	60.9%	100.0%	96.8%	54.8%
2020	COVID-19								
2021	94.1%	80.9%	49.6%	87.6%	70.9%	43.4%	87.6%	79.6%	35.0%
2022	95.8%	75.8%	38.5%	92.9%	82.6%	57.7%	95.7%	82.2%	49.1%
2021-2022 Comparison	2%	-5%	-11%	5%	12%	14%	8%	3%	14%
2019-2022 Comparison	0.0%	-9.3%	-21.7%	-5.2%	-4.6%	-3.3%	-4.3%	-14.6%	-5.7%
	8TH SCIENCE			8TH SOCIAL STUDIES			ALGEBRA		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	92.2%	85.1%	62.1%	88.1%	57.6%	29.1%	100.0%	100.0%	97.7%

2019	78.5%	83.4%	85.1%	88.1%	92.0%	45.1%	100.0%	100.0%	57.7%		
2020	COVID-19										
2021	91.4%	74.1%	54.3%	79.1%	53.7%	29.1%	99.1%	99.1%	90.4%		
2022	92.1%	67.0%	44.1%	81.0%	49.5%	32.6%	100.0%	100.0%	100.0%		
2021-2022 Comparison	1%	-7%	-10%	2%	-4%	4%	1%	1%	10%		
2019-2022 Comparison	-6.2%	-18.4%	-19.0%	-7.1%	-3.1%	3.5%	0.0%	0.0%	2.3%		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Smithfield Middle School expects to have the same success as demonstrated in 2019, and that continues to be a goal to achieve in all STAAR tested areas. **Root Cause:** The COVID-19 Pandemic caused a regression in student learning due to the shutdown, at-home learning, and student engagement.

School Processes & Programs

School Processes & Programs Summary

The faculty and staff at Smithfield Middle School believe, that in order to be a top tier school, a campus must focus on both the culture and systems of the organization. When both culture and systems are well balanced and aligned, optimal learning conditions will be present.

Instructional- Smithfield Middle staff members are invested in best practices of teaching by using district initiatives designed around curriculum and instruction for student success. Smithfield teachers provide training for the district in implementing best practices teaching strategies. Throughout the year, teachers perform "Raider Rounds" where they observe other teachers teaching. This system allows teachers to provide feedback to improve their craft of teaching and managing students.

Smithfield Middle has a high retention rate for staff members as the culture is built on excellence and accountability. This provides for a safe space to teach and learn. All staff members take responsibility over the learning and support of all students and have a voice in the process.

Smithfield Middle School's fine art's programs have had a tradition of success. Band, choir, art, theatre lead the way in competitions and put an emphasis on being successful extra curricular activities for a well rounded education. Athletics is also an area students find success and growth during their time at Smithfield. Through football, basketball, volleyball, track, and cross country, students learn to compete and more importantly, they learn to work as a team and support one another. Smithfield Middle also offers off-campus gymnastics and tennis where they are able to compete in a specialized sport.

Special Education Programs: In addition to our regular special education program, SMS also houses the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. The majority of these students are behind their hearing peers in regards to academics due to their hearing loss. We see large gaps in the areas of reading and writing because these students have not been exposed to auditory stimulation necessary to learn basic phonics. In addition to the RDSD program, SMS also serves as the cluster campus for those students who are identified as Emotionally disturbed. The PASS program is designed to serve these students by working on both their academics and their behavior needs through a combination of self contained and inclusion classes. This program serves between 15-22 students per year.

School Processes & Programs Strengths

Smithfield Middle has many systems that help run the day-to-day operations that allow students to be successful. The Tutorial Board is a system that allows students to independently attend tutorials. This decreases barriers for students to seek help when they are in need. The Tutorial List system is a communication and accountability system that supports teachers and students. Teachers use the list to document missing assignments, and this is communicated to parents and students. The result of the system is students are accountable to turning in their missing assignments; students follow-through in completing the assignments; and student learning increases. This is the most important system we use for student success.

Perceptions

Perceptions Summary

At Smithfield Middle, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention programs are in place to encourage students to become self-directed learners. The teachers and staff at Smithfield realize that middle school can be a difficult time for adolescents. Often students of this age are feeling awkward socially and the academic work may become difficult for the first time. Several programs and student clubs are in place to help make this transitional period easier and to help students be successful.

Smithfield Middle counselors and staff members will select students that have social/emotional needs to mentor and check-in on. Our belief is every student and teacher have positive relationships, and teachers will make a difference by investing some time with the student during the school day. For other students who need more support, students will be able to work in groups with counselors to improve the students' social and emotional needs.

Smithfield Middle School has a multitude of programs which serve the social and emotional needs of the campus. Community of Respect Everywhere or C.O.R.E. is Birdville ISD's initiative to promote emotional wellness on all campuses. C.O.R.E. is comprised of 6 core values (responsibility, empathy, kindness, honesty, acceptance and courage) which are promoted at Smithfield Middle School each six weeks through video announcements, school wide programs, and student challenges /projects.

Perceptions Strengths

Smithfield has a reputation of being a place that is safe and fun to teach and learn. We currently have 126 students on open enrollment from inside and outside of the district. Parents remark on the high expectations and student involvement in extra curricular activities as the number one reason for wanting to attend Smithfield Middle School. This perception helps with teacher retention year after year as there is a good working relationship between the teachers, students, parents, and administration.

Priority Problem Statements

Problem Statement 1: The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.

Root Cause 1: I believe continued growth in the district and families looking for a successful school for their children.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Smithfield Middle School expects to have the same success as demonstrated in 2019, and that continues to be a goal to achieve in all STAAR tested areas.

Root Cause 2: The COVID-19 Pandemic caused a regression in student learning due to the shutdown, at-home learning, and student engagement.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals





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 and mathematics literacy between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the implementation of Tier 1 priorities within each content area with major focus on bringing all Tier 1 priorities back online to 2018-19 levels.</p> <p>Actions: A. Create campus wide PGSLO based on reading levels-each department will create strategies to implement department wide to support literacy-reading, writing, speaking, and thinking.</p> <p>B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards.</p> <p>C. Math instruction will include using the "Interactive Word Wall" in order to gain understanding of vocabulary and see visible representations of terms/concepts.</p> <p>D. Social Studies will collaborate with ELAR to find opportunities to blend content, so ELAR can support social studies curriculum with reading and writing.</p> <p>E. Students will be responsible for tracking their own data with the use of data binders by the end of the year.</p> <p>F. Science will intentionally focus on content specific vocabulary to enhance understanding of the curriculum.</p> <p>G. ELAR, Social Studies, and math will implement the Workshop model for instruction.</p> <p>Staff Responsible for Monitoring: Department Chairs Campus Administration</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,070, Instructional Coach - 255 - Title II - \$86,695</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 student groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Content teacher and In-Class-Support teacher plan together to address emergent bilingual and special education students' needs based on various data sources</p> <p>Set-up systems of support throughout the campus for addressing under-performing students' needs.</p> <p>Actions: A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for Response to Intervention (RtI) and Accelerated Instruction (AI). We also use this data for our special education case manager loads.</p> <p>B. Collaborate with Emergent Bilingual (EB) specialists for targeted support for EB students who need additional language support. Also, provide Sheltered Instruction Observation Protocol (SIOP) training to core content teachers.</p> <p>C. Content teachers meet with co-teachers to plan for specific supports for EB and special education students.</p> <p>D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject.</p> <p>E. Assign caseworker for all special education students to monitor grades and progress in all subjects with priority being reading/history.</p> <p>Staff Responsible for Monitoring: Caseworkers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Personnel - 199 - General Funds: SCE - \$180,997</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.</p> <p>Actions: A. Continue to use multiple systems to recognize students who consistently display positive behaviors on a daily basis-including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks, GOOD!, Be Kind, and Good News Call of the Day.</p> <p>B. "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues.</p> <p>C. Offer one parent information session covering parenting of teens and common teen behavior and development. (Spring 2023)</p> <p>D. Maintain district Character Counts program through 5th period advisory time once a week.</p> <p>E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.)</p> <p>F. Create positive campus culture through the use of student lead video announcements.</p> <p>G. Raider Rewards Room is to reward students who consistently display the traits that we want all of our students to have.</p> <p>H. Focus on a campus wide "Soft Skill" of the week.</p> <p>I. Bring back small group counseling sessions based on the needs of our At-Risk students due to grades, behavior, or outside of school situations.</p> <p>Staff Responsible for Monitoring: Counseling Department, Department Chairs, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


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: Create a culture of respect and expectations for students to be successful.


Evaluation Data Sources: Behavioral RTI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a school-wide PBIS (CHAMPS) to provide targeted structure and expectations across the campus.</p> <p>Actions: A. Every teacher will create classroom expectations based on the CHAMPS model, so students will know what is expected in the classroom based on what the teacher has students doing (independent work, group work, lab work, testing). Teachers are expected to start with two expectations for student behavior (independent work and group work).</p> <p>B. All Smithfield Middle School administrators will practice a high visibility philosophy before, during, and after school as well as at all school sponsored activities.</p> <p>C. Hold behavioral RTI committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions.</p> <p>D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address.</p> <p>E. Establish restorative discipline practices throughout the levels of misconduct, so students have an opportunity to restore the relationship with the teacher.</p> <p>Staff Responsible for Monitoring: Campus Administration, Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission





Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.</p> <p>Actions: A. Run attendance reports every three weeks to identify students who start displaying poor attendance.</p> <p>B. Continue practice of rewarding students with good attendance at the end of every grading period through the use of Raider Bucks store and Raider Reward Room.</p> <p>C. Post current attendance rate and goal on all newsletters, schedules, and announcements</p> <p>D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Attendance Officer,</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.</p> <p>Actions: A. Continue strategic use of data on a weekly/4 week/9 week timeline. Empowering both teachers and students to own their data.</p> <p>B. All assessments will be common and teacher written, and teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and PSDA, 5 PLC questions).</p> <p>D. Revisit PLC operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Establish communication system that includes-weekly failure letter to parents, missing work call-out, weekly progress reports from core subjects, Staff daily dashboard, weekly/monthly staff calendar/newsletter, and parent newsletter using constant contact.</p> <p>Staff Responsible for Monitoring: Campus wide</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: Attain 90% or higher on the school safety survey that is administered to students, staff, and parents.





Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture</p> <p>Actions: A) Reinforce CORE values by integrating those values through the implementation of soft skills lessons with an emphasis on directly linking those values to the portrait of a graduate.</p> <p>B) Present Character Counts lessons on a weekly basis through 5th period advisory time.</p> <p>C) Support CORE values through various student incentive programs across grade levels. Examples-TRUST cards, Staying Inside the Circle form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes.</p> <p>D) Integrate CORE values into weekly video announcements.</p> <p>E. Accept feedback on the efficiency and effectiveness of our safety drills (secure, lockdown, evacuate, shelter).</p> <p>Staff Responsible for Monitoring: Crisis Counselor and Lead Counselor, Allen</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a culture of safety among the staff for awareness.</p> <p>Actions: A. Conduct safety and health training in accordance with BISD Employee Safety Plan throughout the year.</p> <p>B. Inform staff of safety and accident prevention equipment throughout the building using weekly staff newsletter and video announcements.</p> <p>C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues.</p> <p>D. Review district/campus incidents to identify possible safety issues, and discuss with the staff those areas to be aware of.</p> <p>E. Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Smithfield Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

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Personnel for Smithfield Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Hix	Co-Teacher	1
Boyd Shannon	Student Assistance Counselor	1
Colleen Horton	RTI Lab EA	1
Jennifer Iman	Math Interventionist	0.5
Nicole Pool	Reading Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Hadley	Instructional Coach	Title II	1.0

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jason Turner	Principal
Classroom Teacher	Amy Patterson	Teacher
Classroom Teacher	Sam Sleadd	Teacher
Classroom Teacher	Jessica Milne	Teacher
Paraprofessional	Jennifer Webb	Para-Professional
Non-classroom Professional	Mary Hadley	Academic Coach
Parent	Amy Lewis	Parent
Parent	Tara Goodwin	Parent
Business Representative	Mike Gist	Business Representative

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Personnel		\$180,997.00
Sub-Total					\$180,997.00
Budgeted Fund Source Amount					\$180,997.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$86,695.00
2	2	1	Instructional Coach		\$0.00
Sub-Total					\$86,695.00
Budgeted Fund Source Amount					\$86,695.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$8,070.00
Sub-Total					\$8,070.00
Budgeted Fund Source Amount					\$8,070.00
+/- Difference					\$0.00
Grand Total Budgeted					\$275,762.00
Grand Total Spent					\$275,762.00
+/- Difference					\$0.00