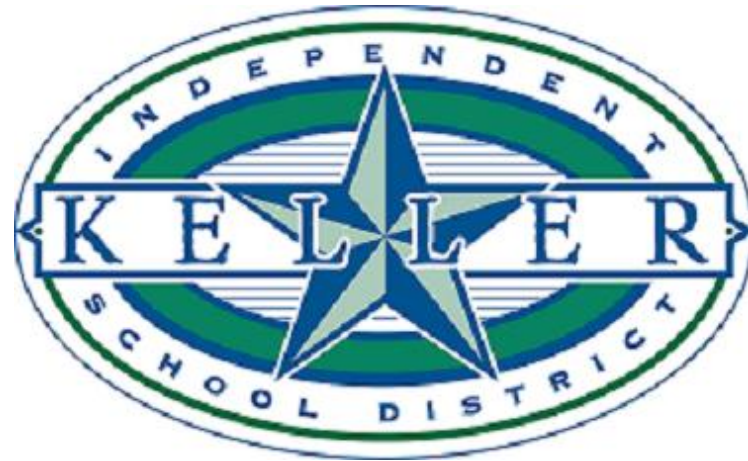


**Keller Independent School District**  
**Chisholm Trail Intermediate School**  
**Improvement Plan**  
**2020-2021**



# Mission Statement

*The mission of Chisholm Trail Intermediate School is to provide care and growth for our students in all aspects of their development via a positive environment in which we can unite the child, the family and the school.*

## Vision

*KISD - An exceptional district in which to learn, work, and live.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Chisholm Trail Intermediate is a culturally diverse campus; however, our student population numbers have remained similar to last year without a significant increase in enrollment. According to niche.com, our campus has one of the most diverse student bodies in the state of Texas. We are ranked at #62 out of 2,161 schools with 40% Hispanic, 30% White, 8% Asian, 16% African American, and 6% of 2 or more races. We have 58.4% of our population that is economically disadvantaged. We have Resource, STARS, CoTeach and Life special education programs on our campus. Other programs offered on our campus include bilingual education, dyslexia, ESL, GT, and RtI - Tier III interventions offered through Title I resources. We recognize a need for staff with diversity and the ability to use Title 1 funding for teachers and students.

We face a very different challenge this year with the choice of Remote and In Person learning offered to each student. We are striving to meet the ever changing needs of our demographic on a daily basis. We will provide services to the best of our ability in person or remote.

### Demographics Strengths

- Culturally diverse campus and continues to grow in diversity.
- The CTI student population is growing in diversity. Knowing this, we are making intentional efforts to celebrate that diversity and provide an environment that teaches students how to form and nurture positive, healthy relationships with peers.
- The community works very closely with our school in building a climate and culture that promotes safety and a positive learning environment.
- The campus and community have adapted very well to the addition of bilingual programs.
- Shared decision making through data-driven PLCs

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** CTI has an increasing need for purposeful teaching/practicing of appropriate social skills for all students which has been magnified by prolonged quarantined time and instructional choices. **Root Cause:** Many students that attend CTI do not have the necessary social skills to interact with diverse peers nor deal with conflict in an appropriate manner. across varied settings.

# Student Learning

## Student Learning Summary

Chisholm Trail Intermediate is a 5th & 6th grade campus located in north Fort Worth. CTI has proudly been educating KISD students since opening its doors in 1994. Under the leadership of Mrs. Trish McKeel, principal, CTI strives to provide a smooth transition between elementary school and middle school. Utilizing a team approach, we incorporate academic curriculum and social emotional learning to create a positive environment in which to unite the child, the family, the school, and the community.

Our campus has roughly 930 students in 5th & 6th grade. STAAR, STAAR interim, MAP, District Benchmarks. Data is used to disaggregate and determine the strengths and needs of CTI students. In 2018-2019, CHISHOLM TRAIL INT earned a B (80-89) for recognized performance by serving our students well and encouraging high academic achievement and/or appropriate academic growth for most students.

This year CTI was a pilot campus for NWEA MAP testing. The data provided by the NWEA assessments was used to personalize instruction and have a more defined snapshot of where our students are and what they need. There was a Fall and a Winter administration of the MAP Growth Assessment, and the data was able to provide a growth profile for our students. The percentages below is the percentage of students who met the projected growth based on their initial performance.

5th grade Math: 46.9%

5th grade Reading: 52%

5th grade Science: 61.3%

6th grade Math: 56.8%

6th grade Reading: 44.9%

## Student Learning Strengths

The data shows that for 2018-19 the overall passing percentage for math is 86% and the overall passing percentage for reading is 75%. Both Reading and

Math were at or above STAAR passing rates for the state. We have identified an area of need in literacy, reading overall, writing, and the lack of special education as a sub pop meeting grade-level expectations. Each teacher tracks their student's performance throughout the year using data teams aligned to the state and national standards and data discussions occur monthly to communicate progress and action plans with the administration. All teachers have individual MAP data binders that they track student progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students. Failure is not an option and the staff and students are committed to being intentional with everything they do.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** CTI Students are not performing at high levels of academic rigor. **Root Cause:** Daily instruction needs to be consistently engaging and rigorous.

# School Processes & Programs

## School Processes & Programs Summary

Our campus consists of two grades: 5th and 6th grade. Each grade level follows the district curriculum. All grade level teams intentionally plan with end goals in mind by using pre assessments, and MAP data as well as attempting Performance Tasks. Our campus has over 20 ELM trained classroom teachers. Many teachers on our campus serve on either the ELA/SS/SC curriculum writing teams. The district writing resource is now Lucy Calkins and this is our second year to use Lucy Calkins in reading for grade 5, and our first year for grade 6. The majority of the staff is comfortable using technology for instructional and intervention purposes. Currently, classroom teachers utilize document projectors, their teacher computer, and classrooms are 1-1 with Chromebooks. Programs such as Istation, Legends of Learning, Raz Kids, IXL, Khan Academy, Flocabulary, Brainpop, and other KISD supported programs are used for instructional purposes with students.

Technology is used for communication with parents and colleagues as well as giving access to teachers for lesson planning and access to district resources. Additionally, the staff has quick access to data to evaluate the students' performance. In addition, the campus has 4 Interactive Displays, 1 iPad cart, and computer carts in every classroom. The technology PLC group has surveyed the staff and teachers have offered technology suggestions to the team. During PLC, the Instructional Coach team has created choice based professional development that has given teachers the opportunity to learn about new technology and how to implement it into their classrooms. Campus implementation of Positive Behavioral Intervention Support (PBIS) has been expanded into the classroom through the behavior calendar and PBIS team. Teachers are given the opportunity once a week to collaborate through a planning period during PLC.

## School Processes & Programs Strengths

- 1 to 1 Chromebook devices for all students
- Continuous monitoring of student preassessment and post assessment data to differentiate learning experiences
- Data teams where students' progress is discussed
- Weekly PLC opportunities for continuously developing the teaching craft
- NWEA Map pilot campus
- Improved RTI process where identification and testing is more streamlined to better serve our students
- Two instructional coaches that assist with one on one coaching and support the content teams during planning and implementation of the programs
- AVID Instructional Rounds to further hone in the WICOR strategies

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** CTI students and staff need to successfully acclimate to becoming a 6th grade only campus with a middle school style schedule.

**Root Cause:** Due to the CTI campus being dissolved and becoming the PTEC High School, in 21-22, all 5th grade were rezoned to other schools. This will be a difficult year of change , adjustment, and "morning " for a campus that has a rich history. Staff wanted to take this opportunity to try a different type schedule to offer students a different experience they felt would set them apart from years past and perhaps prepare them better for the transition to Middle School.



# Perceptions

## Perceptions Summary

Data was gathered from parents and staff, from discipline records, Title 1 parent surveys, Title 1 Staff survey, and small group counseling to determine strengths and needs in the overall climate and family/community involvement at CTI. Parents indicated communication was the main strength, while staff indicated safety as the strength. Parents identified an area of support needed would be in the area of active recruiting, specifically in regard to serving on campus and district committees. Staff identified discipline being fairly enforced as a main area of need. In regards to discipline records, parent surveys, and counselling groups, CTI has a need for PTA leadership and participation. Our events are well-attended and we receive much praise from our community over the amount of events and fun they have on our campus. We continue to struggle with our community involvement in our academic business. Our CEIC and academic events are well attended. We utilized the results from our parent surveys to increase participation in our academic events and school business meetings.

## Perceptions Strengths

- Co-Curr Events (Fall Play, Book Fair, Band Concerts, Winter Choir Concert)
- Community Involvement (Coffee with the Principal, Veterans Day Assembly, Club Programs through community partnerships)
- Friday Clubs (over 30 different clubs during school hours for participation and attendance)
- Intervention Friday (integration of technology based remediation, and MAP data used to small group)
- Community partnerships with Horace Mann, Kona Ice
- School Environment (Surveys show that 71%of parents feel the school is safe)
- PTA Events (Parent/Teacher Participation)
- After school clubs
- After School Extended Day Tutorials for students
- Teacher Recognition (Teacher of the month, Increased number of Heart at work)
- School teachers have received multiple grants for book purchases (Educational Foundation, and Hudson)

- Parental involvement in Virtual Learning in Zoom meetings weekly

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** CTI students and staff must make daily conscious efforts to "Leave Their Mark" as the last CTI 6th grade class/faculty in KISD!

**Root Cause:** With all the change and imminent closing of CTI as an intermediate campus, this will be a difficult year to keep up student, staff and parent morale.

# 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **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
- TTESS data
- T-PESS data
- Equity 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

## Goal 1: Excellence in Student Achievement

**Performance Objective 1:** Chisholm Trail Intermediate will retain the Growth Grade of B for the year 2020-2021 as assessed STAAR results.

**Targeted or ESF High Priority**

**Met/Did Not Meet Goals:** None

**Summative Evaluation:** None

**Action Step 1:** Administrators and instructional coaches will hold teaches accountable for attendance of, involvement in, and implementation of data and strategies discussed at PLC and Data Team meetings

**Measures:** Instructional rigor and Student learning will increase as measured by MAP growth.

**Staff Responsible for Monitoring:** Admin, Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Targeted Support Action Step**

**Problem Statements:** None

**Funding Sources:**  
Two Instructional Coaches for core subjects: Math/Sci and ELA/SS.  
211 - Title I Pt A Impr BSC Prg \$137,362.05

**Progress**

**Dec**

**Apr**

**July**

**Summative**

**Aug**

**Action Step 2:** CTI administrators, teachers, students and parents will work collaboratively to have a positive impact on the academic as well as the Social and Emotional learning and home environment for all students

<b>Measures:</b> Consistent communication will occur between teachers, administrators and parents.	<b>Progress</b>
<b>Staff Responsible for Monitoring:</b> Admin, teachers	
<b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	
<b>Targeted Support Action Step</b>	<b>Dec</b>
<b>Problem Statements:</b> None	<b>Apr</b>
<b>Funding Sources:</b> 211 - Title I Pt A Impr BSC Prg \$1,589	<b>July</b>
	<b>Summative</b>
	<b>Aug</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Goal 2:** Excellence in Processes and Systems

**Performance Objective 1:** By the end of 2020-2021 school year, all core teachers at Chisholm Trail Intermediate will utilize Costa's level 2 and 3 questioning strategies 50 % of the time or greater as evidenced by walk through data.


**Targeted or ESF High Priority**


**Met/Did Not Meet Goals:** None

**Summative Evaluation:** None

<b>Action Step 1:</b> Administrators will perform a minimum of 10 walk-throughs per week targeting the use of Costa's level 2 and 3 questioning strategies. Feedback will be shared with teachers individually and with the staff as a whole at monthly staff meetings to assess where we are in relation to the goal.	
<b>Measures:</b> Data from walk throughs will be compiled and shared with staff.	<b>Progress</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Apr</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>July</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Additional Targeted Support Action Step</b>	<b>Aug</b>
<b>Action Step 2:</b> AVID campus Lead Teachers will share AVID strategies at each staff meeting and support teachers in implementation during each instructional week.	
<b>Measures:</b> AVID strategies will be visible in practice and in print in 80% of classrooms 100% of the time.	<b>Progress</b>
<b>Staff Responsible for Monitoring:</b> All CTI staff.	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Apr</b>
<b>TEA Priorities:</b> None	<b>July</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Targeted Support Action Step</b>	<b>Aug</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## Targeted Support Action Steps

Goal	Objective	Action Step	Description
1	1	1	Administrators and instructional coaches will hold teaches accountable for attendance of, involvement in, and implementation of data and strategies discussed at PLC and Data Team meetings
1	1	2	CTI administrators, teachers, students and parents will work collaboratively to have a positive impact on the academic as well as the Social and Emotional learning and home environment for all students
2	1	2	AVID campus Lead Teachers will share AVID strategies at each staff meeting and support teachers in implementation during each instructional week.

## Additional Targeted Support Action Steps

Goal	Objective	Action Step	Description
2	1	1	Administrators will perform a minimum of 10 walk-throughs per week targeting the use of Costa's level 2 and 3 questioning strategies. Feedback will be shared with teachers individually and with the staff as a whole at monthly staff meetings to assess where we are in relation to the goal.

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

Beginning in January of each year we follow the process outlined below and we work on our CNA from January through May and update our information once we receive our final STAAR results in the summer. We make any necessary adjustments if the data from STAAR indicates a need in an area that we had not identified while conducting our CNA.

Establish a schoolwide planning team. The team will:

- organize and oversee the CNA process
- lead staff in developing the campus improvement plan, and
- conduct or oversee the program's annual evaluation.

Members include, but are not limited to:

- the principal
- other campus administrators; teachers representing different grades and content areas;
- other professional staff on the campus,
- parents and other community members;

**Vision for Reform** Before the CNA begins, campus staff discusses their vision for a reformed campus in terms of student success, and the difference between that vision and the campus in its current state. This discussion helps identify the strengths and challenges the campus must address to achieve meaningful change, improve student achievement, and attain the collective vision.

**Current State** All staff must understand the campus's current state in order to understand the gap between the current campus and the campus after reform. A campus profile, which is a data-driven description of the campus's student, staff, and community demographics, programs, and mission, can help identify the focus areas of the CNA and suggest critical areas that the team can address in the campus improvement plan.

**Gather Data** The schoolwide planning team gathers and organizes data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, dropout rates, and graduation rates is readily available. The team may also have to gather qualitative data by using written surveys or interviews, focus groups, or classroom observations.

- *What data will we collect?*
- *Does the data need to be reorganized in charts, graphs, tables, etc., to facilitate analysis?*
- *Do data collection tools need to be developed?*
- *How do we ensure that certain types of data are kept confidential and FERPA is not violated?*
- *How do we ensure that committees follow the process and refrain from identifying solutions?*
- *Is there a committee or team with expertise in any of the areas?*
- *If not, which staff members will make the greatest impact on the committee or team?*
- *How will team members be recruited, selected, and potentially replaced?*
- *How do we ensure there is diversity on each team to challenge assumptions and stretch the group?*

**Analyze data.** The team conducts thorough data analysis to progress from gathering information to creating a campus improvement plan that accurately and realistically addresses the key issues facing the campus.

- *What are the strengths and needs of our district/school and its representative groups?*
- *What evidence supports the strengths and needs?*
- *What are the priorities?*
- *What are we learning about our district/school, and what connections are we making?*

**Summary** The schoolwide planning team should create a report or other document that summarizes the data it gathered and used, the conclusions it drew from the analysis, and the needs it identified.

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

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

Our CIP has a focus on academic progress of students in the core content areas of math, reading, and science as well as SEL.

PLC's were created for the required elements with staff being a part of the research of each element. PLC's give us data for the CNA, action steps. We use their data collection to show growth and progress towards the goal of that PLC based on the CNA conducted prior to this school year.

This model allows for staff members to be focused on one area of growth and empowers staff to make decisions for the campus, implement the plan, gather

data, and measure success of their plan. Our CEIC also participates with our CIP and needs assessment. During each CEIC meeting this committee reviews quarterly progress, asks questions, and provides suggestions for our next steps. In the spring feedback is collected from the CEIC to help with the needs assessments in the areas of perceptions and school processes and programs.

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

Twice a week over the course of the school year, the faculty and staff, meet with their PLC groups that suggest updates and changes as necessary.

Action steps are reviewed to ensure that each PLC is on track to complete and reach the goals for the year.

The CEIC meets 4 times a year and the CIP quarterly report is reviewed at this time.

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

Available in English and Spanish.

Our CIP is available on our campus website for anyone to access at any time. Specific goals and action steps are in electronic form and paper copies are made available for any parent that request them.

## **2.4: Opportunities for all children to meet State standards**

Teachers are the driver for making decisions regarding assessments and the action plans for supporting students.

DCA's and campus assessments are administered each six weeks. PLC's then analyze them, and create action plans that are centered around specific learning standards. The action plans include what students need extra support, when the support will be provided, and who will provide the support. This process is repeated each six weeks. Teachers will also participate in student intervention team meetings where our instructional specialist and campus admin review the data teachers have collected and based on the data and teachers recommendations we determine if students need additional tier support and instruction.

STAAR grade levels conduct after-school tutorials specifically designed for students to master the learning standards and to practice test taking strategies.

## **2.5: Increased learning time and well-rounded education**

We use before, during, and after school tutorials designed specifically for individual students needs. Before and after school tutorials are conducted by the classroom teachers. Tutorials during the day are provided by classroom teachers, title 1 tutors, and the title 1 instructional support teacher. Tutorials are conducted in small groups based on students learning needs and tied to specific learning standards. Students are identified through the data we gather from district and campus common assessments. Students involved in tutorials are progress monitored to ensure growth is occurring.

## **2.6: Address needs of all students, particularly at-risk**

We conduct data analysis and instructional planning in PLCs using the district protocol based on the results of common assessments.

Every student will have a data folder that they use to track their progress in reading and math while setting personal goals. We look at effort vs. achievement tracking for students this year along with students writing smart goals and action steps to achieve their goals.

Students conference with teachers about their assessment results and they discuss growth, effort, and then set plans for the next six weeks

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

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

The CTI parent and family engagement policy is reviewed each year through our CEIC committee. Parents, teachers, and community members review and discuss changes or additions to the the engagement policy.

In the fall all parents are invited to come to a family orientation where the engagement policy is explained and distributed to each family.

### **3.2: Offer flexible number of parent involvement meetings**

Various days/times are offered throughout the school year for parents to attend specific training as well as meet with teachers and administrators to ask questions, express concerns and/or offer input. Meetings include before school start, approximately two weeks into the school year, once monthly, and various to include parent/teacher conferences and parent requested trainings.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ginette Peralta	Instructional Coach-Math/Sci		1
Kim Pelt	Instructional Coach-SS/ELA		1

# Plan Notes

This is the last year CTI will exist as a campus. Next year it will become the new PTEC High School. We will be a 6th grade only campus this year. We will be attempting to maintain an upbeat, positive atmosphere while morning the last year of existance somethign that has been a big part of many lives. This will be a year of balancing like no other.

# Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	Two Instructional Coaches for core subjects: Math/Sci and ELA/SS.		\$137,362.05
1	1	2			\$1,589.00
<b>Sub-Total</b>					\$138,951.05
<b>Grand Total</b>					\$138,951.05

# Addendums