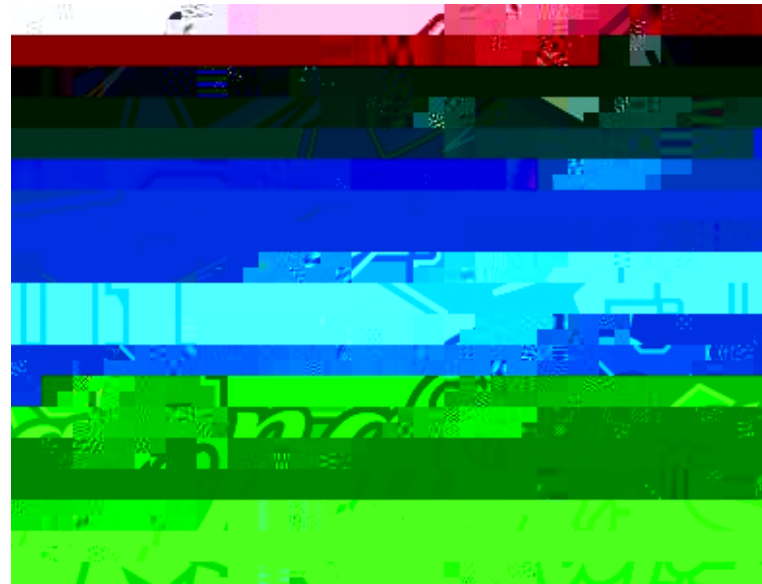


# Eagle Mountain-Saginaw Independent School District

## Saginaw Elementary

### 2024-2025 Campus Improvement Plan



# Mission Statement

The mission of Saginaw Elementary is to establish a culture that prepares all students academically, socially, and emotionally to embrace their future and ignite the desire to be life-long learners.

## Collective Commitments

We will build relationships within our 301 community and family by communicating respectfully, consistently, and intentionally.

We will recognize and celebrate the unique abilities of each student and their individual potential.

We will be considerate, supportive, and understanding while assuming positive intent, with grace.

We will address issues, frustrations and concerns in a professional manner by speaking directly with those involved.

We will use data to drive instruction and collaborate with teachers, parents, and students to set goals.

We will intentionally collaborate with an open mind, positive attitude, and willingness to make necessary changes.

We will assume collective responsibility for all students and recognize that achieving success is a school-wide responsibility.





# Comprehensive Needs Assessment

# Priority Problem Statements



# Goals

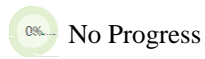
**Goal 1:**





**Goal 2:** GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF"ykn"huvgt"c"ewvwtg"qh"eqvpwqwu"ko rtqxo gpv."rtqo qvg"uvf gpv

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each Math teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p><b>Staff Responsible for Monitoring:</b> ng Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$900</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue



**Strategy 3 Details**

**Reviews**

**Strategy 3:** The special education team will meet with each grade level monthly to collaborate and discuss plans of action for all Special Education students.

**Strategy's Expected Result/Impact:** Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education

Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Education Resource Teachers



**Goal 2:** GZEGNNGPEG"KP"CECFGOKEU"VGCEJ KP I"CPF"NGCTPKP I<"GOU"KUF"y knn"huvgt"e"ewnwvtg"qh"eqpvkpwquw"ko rtqxo gpv."rtqo qvg"uwvfgpv cejkxgo gpv."cpf"gsokr"gej"uwvfgpv"ykvj"vjg"pgeguuct{"mpqyngfi g"cpf"umknnu"vq"gzegn"cecfg o kecnn{"vj tqwi j"vjg"fgxgnqr o gpv"cpf"ko rng o gpvcvkqp"qh"ctkiqtqwu cpf"fkhhgtgpvcvgf."tgugcte j/dcugf"ewttkewnwo "vjcv"rtqxfgu"uwvfgpv"ykvj"cp"gpici kpi"cpf"ceeguukdng"gfweckqpcn"gzrgtkgpeg."huvgtkpi"vjgkt"kpvgmgevvcn"itqyvj cpf"rtgrctkpi"vjgo "hqt"hwvwtg"uweegu0

**Performance Objective 3:** D{"vjg"gpf"qh"vjg"4246/4247"uejqn{"gct."322 ' "qh"uwvfgpv"qp"Vkg"4"cpf"Vkg"5"y knn"ujqy"o"okpko wo"qh"qpg"u"itqyvj"kp tgcfkpi"wukpi"vjg"DCU0

**Evaluation Data Sources:** 2024-2025 EOY Fountas & Pinnell Benchmark Assessment Data - Kindergarten - 5th Grade

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Specialists will be conducting individual coaching sessions for short cycle assessments .</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on</p>	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten, 1st Grade, &amp; 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading.</p> <p>The Fountas &amp; Pinnell Benchmark Assessment System and mClass will be used for the progress monitoring checks.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 70% of students in kindergarten, 1st grade, &amp; 2nd grade will meet grade level expectations as measured by the Fountas &amp; Pinnell Benchmark Assessment System.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Kinder-2nd Grade Teachers, Literacy Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Kindergarten, 1st Grade, &amp; 2nd Grade will use the Fountas &amp; Pinnell Guided Reading Collections and/or Pioneer Valley Intervention kit for students not meeting expected growth on SLO Student Growth Model progress monitoring checks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students not making expected progress will receive high-quality guided reading lessons. By ensuring the Tier 1 instruction is high-quality, the PLC &amp; RTI committee can determine if additional interventions are needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide targeted reading intervention for at-risk kinder, first &amp; second grade students using the Fountas &amp; Pinnell LLI kits, Hegerty, and Literacy Footprints.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting EOY grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Literacy Specialist, Tutor, 1st Grade Teachers, 2nd Grade Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 - State Compensatory Ed - 60,000</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide targeted early literacy intervention (letter identification, letter/sound correspondence, phonemic awareness, etc) for at-risk kindergarten and first grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting EOY grade level standards</p> <p>Improved scores on Phonics Screeners</p> <p>Improved scores on Letter/Sound ID Screeners</p>	

**Goal 2:** GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF"yknn"huvgt"c"ewnwvtg"qh"eqpvkpwqwu"ko rtqxo gpv."rtqo qvg"uwvfgpv cejkxgo gpv."cpf"gsokr"gej"uwvfgpv"ykvj"vjg"pgeguuct{"mpqyngfi g"cpf"umknnu"vq"gzegn"cecfg o kecnn{"vj tqw i j"vjg"fgxgnqr o gpv"cpf"ko rng o gpvckqp"qh"c"tkiqtqwu cpf"fkhhgtgpvcvgf."tgugcte j/dcugf"ewttkewnwo "vjcv"rtqxfgu"uwvfgpvu"ykvj"cp"gpici kpi"cpf"ceeguukdng"gfweckqpcn"gzrgtkgpeg."huvgtkpi"vjgkt"kpvgmgevvcn"itqyvj cpf"rtgrctkpi"vjgo "hqt"hwvwtg"uweeguu0

**Performance Objective 4:**

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vertical ELAR PLC - Saginaw Elementary only has one ELAR teacher in 3rd, 4th, &amp; 5th grade. These singletons will collaborate with the Title I Reading Coach in a vertical PLC focused on answering the four PLC questions. The special education teachers will attend the regular vertical PLCs.</p> <p>SES PLC Calendar will be followed</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade and general education/special education concerning the following:</p> <ul style="list-style-type: none"> <li>-Student Expectations</li> <li>-Assessments</li> <li>-Progress Monitoring</li> <li>-Interventions</li> <li>-Extensions</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PLC Members</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted RLA intervention for at-risk students using the Fountas &amp; Pinnell LLI kits, Literacy Footprints and RAPS strategy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students independently reading grade level texts.</p> <p>Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Title I Reading Coach, 3rd, 4th, &amp; 5th Grade Reading Teachers, Tutors</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Title I Coach will work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating professional development and ELAR coaching sessions. Additionally, this position will provide intervention for at-risk readers when time allows.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs, observations, and lesson plans will show an alignment of instructional strategies across 3rd, 4th, &amp; 5th grade reading.</p> <p>Walkthroughs, observations, and lesson plans will show balanced literacy components across all grade levels.</p> <p>Implementation of effective interventions (LLI Kit) in 3rd, 4th, &amp; 5th grade reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Title I Reading Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title 1, Part A - 60,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Second, Third, Fourth, and Fifth grade teachers will implement writing across the curriculum using a variety of strategies (sentence stems, journals, reflections, and RAPS strategy.) to increase the transfer of skills for reading and writing</p>				



<b>Strategy 3 Details</b>	
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**Goal 3:** GZEGNNGPEG"KP"CECFGOKEU"TGGETWKVOGPV"cpf"TGVPVQKQP"qh"SWCNKV [ "UVCHH<"GOU"KUF" yknn"tgetwkv"cpf"g o rnq{" jki jn{ "ghhgevkg rgqrng"vjcv"jqnf"xcnwgu"cpf"ejctcevgtkuvkeu"vjcv"ctg"cnki pgf" ykvj"vjg"fkuvtke" o kuukqp0"Vjku"ewnwvtg"qh"gzegngpeg"kpenwfgu"vjqug" yjq"ctg"eq o o kvvgf."eqcejcdng. cpf"rquuguu"citqyvj"okpfugv0

**Performance Objective 1:** Cnn"vgcejgtu" yknn" yqtm" ykvj"vjg"Cecfg o ke"Eqcejgu"qp"Nguuqp"Kpvgtpcnk | cvkqp"cpf"Kpuvtwevkqpcn"Uvtcvgi kgu0

Strategy 1 Details	Reviews			
Strategy 1: Coaches will meet with all grade levels for each unit to internalize lessons.	Formative			Summative
	Dec	Feb	Apr	June

vb.

vb.

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**Goal 3:** GZEGNNGPEG"KP"CECFGOKEU"TGGETWkVOGPV"cpf"TGvGPV"QP"qh"SWCNKV [ "UVCHH<"GOU"KUF"y km"tgetwkv"cpf"g o rnq{"jki jn{"ghhgevkg  
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**Goal 3:** GZEGNNGPEG"KP"CECFGOKEU"TGGETWVVOGPV"cpf"TGVGPPVQP"qh"SWCNKV [ "UVCHH<"GOU"KUF"y knn"tgetwkv"cpf"g o rnq{"jki jn{"ghhgevkg rgqrng"vjcv"jqnf"xcnwgu"cpf"ejctcevgtkvkeu"vjcv"ctg"cnki pgf"ykvj"vjg"fkvtkev" o kuukqp0"Vjku"ewnwtg"qh"gzegnngpeg"kpenwfgu"vjqug"yjq"ctg"eq o o kvvgf."eqcejcdng. cpf"rquuguu"ci tqyv"j" o kpfugv0

**Performance Objective 3:** Cnn"uvchh"y knn"eqnncdqtcvg"kp"vjg"fgxgnqr o gpv"cpf""ceeqwpvcdknkv {"qh"eqnngevkxg"eq o o kv o gpvu"vq"vjg"uvwfgpvu."uvchh"cpf"eq o o wpkv {"qh qwt"uejqn"cpf"fkvtkev0

**Strategy 1 Details**

All staff will assist in implementing the following strategies to meet the collective commitments

**Goal 4:** GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"y knn"gpuwtg"qr rqtvwpkvkgu"hqt"uvwf gpvu."uvchh."hc o knkgu."cpf eq o o wpkv{" o g o dgtu"vq"ngctp"cpf"dg"g o rq y gtgf"vq"ko rng o gpv"cpf"eqvtdwvg"vq"c"uchg"cpf"uwr rqtvkxg"gp xktqp o gpv"j cv"rtq o qvgu"rgtuqpcn"cpf"uqekcn fgxgnqr o gpv"cpf"hqvgtu"uvwf gpv"ngctpkpi0

**Performance Objective 1:** Cnn"uvchh"cpf"eq o o wpkv{" o g o dgtu"o c{"rctvkekr cvg"kp"ERCE0

Strategy 1 Details	Reviews
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**Goal 4:** GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"y kmn"gpwutg"qr rqtvwpkvkgu"hqt"uwvfgpvu."uvchh."hc o knkgu."cpf eq o o wpkv{" o g o dgtu"vq"ngctp"cpf"dg"g o rq y gtgf"vq"ko rng o gpv"cpf"eqpvtkdwvg"vq"c"uchg"cpf"uwr r qtvkxg"gpvktqo o gpv"j cv" r tq o qvgu"rgtuqpcn"cpf"uqekcn fgxgnqr o gpv"cpf"hqvgtu"uwvfgpv"ngctpkpi0

**Performance Objective 2:** Qr rqtvwpkvkgu"hqt"eq o o wpkv{" o g o dgtu"vq"rctvkekrvcg"uejqqn/ykfg"gxgpvu0

<b>Strategy 1 Details</b>	
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**Goal 5:** GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"y knn"rtqxf"fg"fkxgtukhkgf"cpf"fgxgnqr o gpvcnn{"cr rrtqrkcvg  
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ngctpkpi "gzrgtkgpeg"y jgtg"gxgt{qpg"ecp"vjtkxg)


**Performance Objective 1:**

Strategy 3 Details	Reviews			
<p>2.5  <b>Strategy 3:</b> Caught Being Kind Initiative - Students committing random acts of kindness will be recognized throughout the school year with their picture being posted on bulletin board in main hallway and recognized on Friday's morning announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Students committing random acts of kindness will be recognized and celebrated.</p> <p>Increase in random acts of kindness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students will participate in Individual Minute Meetings with the counselor to build positive relationships and focus on social emotional wellbeing. Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Building mental health skills to improve the development social and emotional competencies.</p> <p>Decrease in bullying investigations.</p> <p>Decrease in behavior referrals.</p>				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> In order to focus on well-being for staff, staff will be trained in self-care for educators and encouraged to focus on self-care throughout the year. Self-care tips and activities will be provided monthly for staff via staff newsletter and posted fliers.</p> <p><b>Strategy's Expected Result/Impact:</b> Building mental health skills to improve the development social and emotional competencies. Create a positive, supportive and safe work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The students and staff will be trained on mindful breathing techniques based on Conscious Discipline research</p>				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 6:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GP I C I GOGPV<"GOU"KUF"ykn"gpici g"gej"uvwfgpv"kp"fgxgnqrkpi"cpf  
gzgewvki"cf{pcoke."ewuvqok|gf."cpf"rgtuqpcn"gfwevkkp"htqo"tgikuvtkqp"vq"itcfwevkkp"ykej"ecrkvcnk|gu"qp"gdgffg"tqdwuv"qrrqtvpkvgu"y jtg"ejqkeg  
ocvgtu0



**Goal 7:**

**Goal 7:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GP I C I GOGPV<"GOU"KUF"y km"etgcvg"c"ewnwtg"j cv"wpfgtuvcpfu"cpf  
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**Performance Objective 2:**

**Goal 7:**

**Goal 8:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GP I C I GOGPV<"GOU"KUF"y knn"k o r ng o gpv"rtqeguugu"vq"u{uvgo cvkecm{

**Goal 9:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVCHH"GP I C I GOGPV<"GOU"KUF"y knn"hquvgt"c" y qtmrnceg"ewnwvtg"y jgtg"uvchh" o g o dgtu  
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**Goal 10:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWP"KVKGU"UVCHH"GP I C I GOGPV<"GOU"KUF"y knn"rtqxf"tguqwtegu"cpf"qr rqtvwpkv {"hqt"cn"uvch"vq gpici"kp"rwtrqughwn"rtqhgukqpcn"ngctpkpi"cnk"ipgf"ykvj"vjg"fkuvtkvu"uwtcvgi"ke"iqcnu0"Vjku"y knn"gpdcng"gfwevcvtu"vq"ftkxg"vjgkt"qyp"ngctpkpi"."kfgpvkh {"ctgcu"ht ko rtqxo gpy"."cpf"ceegu"tgngxcpv"ngctpkpi"gzr"gtkpegu"vjcv"cnk"ip"ykvj"vjgkt"rtuqpcn"ectggt"curktcvkqpu"cpf"fkuvtkv)u"qdlgevkvxgu0

**Performance Objective 1:** 322 ' "qh"ec o r wu/dcugf"rtqhgukqpcn"fgxgnqr o gpy"y knn"dg"cnk"ipgf"vq"vjg"Eq o rtg jgpukxg" Pggfu"Cuuguo o gpy"cpf"fkuvtkv"kpkvkcvkxgu0

**Evaluation Data Sources:** Handouts, Notes, and PPTs from PD, Sign-In Sheets from PD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELL Instructional Strategies Training</p> <p>All professional staff members will participate in training focused on ELL instructional strategies that spiraled through Monday Professional Learning; focusing on the 7 Steps for a Language Rich Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the understanding of quality ELL instructional strategies, resulting in the implementation of high-yield instructional strategies in the classroom.</p> <p>Teachers will understand how to incorporate the ELPS into daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Title I Coach, EMS ISD ESL Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELL Instructional Reviews - Teachers will meet with the Title Coach and Assistant Principal to review the progress in Listening, Speaking, Reading, &amp; Writing.</p> <p>Review ELL instructional strategies utilized during the grading period. Determine what accommodations &amp; strategies need to be implemented during the next grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> ESL students would make at least one year's worth of growth on the TELPAS 2023 assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Title I Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



**Goal 11:** GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"HCOKN [ "GP I C I GOGPV<"GOU"KUF" y knn"cevkxgn{ "nkuvgp"vq"hc o knkgu"cpf"compqyngfi g  
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**Goal 12:** GZEGNNGPEG"KP"QT I CPK\ CVKQPCN"KORTQXGOGPV"U [ UVGOU"V J KPMKP I <"GOU"KUF" y knn"fguki p"uvtgc o nkpgf"u{ uvgo u"vjcv" y knn"etgcvg  
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rtqeguugu"hqt"engct"wpfgtuvcpfkpi"qh"gzrgevcvkqpu0

**Goal 13:**

**Goal 14:** GZEGNNGPEG"KP"QT I CPK\ CVKQPCN"KORTQXGOGPV"UCHGV [ "CPF"UGEWTKV [ <"GOU"KUF"ykn"rtqxfg"c"uchg"cpf"qtfgt{"ngctpkpi"cpf  
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**Goal 15:** GZEGNNGPEG"KP"QT I CPK\ CVKQPCN"KORTQXGOGPV"UCHGV [ "CPF"UGEWTKV [ <"GOU"KUF"ykm"ko rng o gpv"cpf"tki qtqwun{"gphqteg"uchgv{

# State Compensatory

## Budget for Saginaw Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Saginaw Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Browning	Math Specialist	1
Brenda Kelly	Literacy Specialist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Nichols	Title 1 Math Coach		
Tori Swanson	Title 1 Coach		

# Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			