Houston Independent School District

133 Cornelius Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The Cornelius Elementary School expectations if for teachers to use district and curriculum resources when planning. Through experience, collaboration, and coaching, teachers will be able to create lessons that align to the state standards and to the district's calendar expectations. This will guide and support formative and summative assessments. In addition, daily check for understanding will allow teachers to monitor and adjust to meet students' needs. In an effective classroom you will be able to clearly see effective routines and procedures that focus on maximizing instructional time and provided effective Tier 1 instruction. Teachers will have systems that will allow students to anticipate daily expectations and allow them to focus on the high-quality instruction being delivered. Teacher will be able to efficiently use a variety of MRS strategies, such as the use of white board for 100% participation and collect immediate data to pull students that require additional support.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Based on a review of last year's student growth and achievement data our campus area of strength is Math. Data shows a 2% increase in students approaching, 5% increase in meets, and 1% in masters. This can be attributed to the implementation of campus-wide instructional and problem-solving strategies.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Strengthen RLA instruction.   **Root Cause:** Bilingual students require additional support in the lower grades and during their transitional year.

School Culture and Climate

School Culture and Climate Summary

Cornelius Elementary takes pride in having a positive reputation from different stakeholders: faculty, staff, students, parents, and community members. Cornelius is a campus where safety, respect, inclusivity, and support are emphasized. We provide opportunities for growth, engagement, and a sense of community. The leadership team, counselor and teachers work together to ensure that we have effective systems in place for student behavior and discipline.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:Restorative circles is a practice that we implement with fidelity in which students and teachers gather in a circle to discuss and address issues, conflicts, or concerns. This has encouraged open communication, active listening, and problem-solving. We also use restorative circles to facilitate discussions around discipline, bullying, and other conflicts.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Strengthen our restorative practices to be used as peer-to-peer   **Root Cause:** Peer to peer student conflict

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on previous year's evaluation and student growth and achievement data teacher quality on campus is overall proficient. We have a wide range of teachers with different levels of experience and expertise. Using Cornelius Elementary Essential Elements and constant coaching we aspire to continually grow our educators.

Data collection such as student achievement, teacher performance and feedback from students, parents and teachers is used to make the most of available resources and to ensure that PD efforts align with the specific needs of the staff and students.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Our staff has attended a variety of professional development opportunities through the district offerings, campus professional days, and during PLCs. The implantation of the learned strategies is monitored by each of the instructional coaching through classroom visits, student work evidence, and coaching conversations.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1 (Prioritized): New teachers in critical grades and subjects.   **Root Cause:** Highly effective teachers are being enticed to work in other campuses.

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the year, PTO collaborates with the leadership team, wraparound specialist, and teachers to plan and engage students and families in meaningful activities. These include regular parent teacher conferences, school improvement projects, family engagement in extracurricular activities, honor roll celebrations, mentorship opportunities, career day, and open parent-teacher communication.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Evidence of these activities' effectiveness is evident through improved student achievement, increased attendance, and a positive school climate.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Low parent engagement for specific students **Root Cause:** Student behavior

Priority Problems of Practice

Problem of Practice 1: Strengthen RLA instruction.

Root Cause 1: Bilingual students require additional support in the lower grades and during their transitional year.

Problem of Practice 1 Areas: Student Achievement

Problem of Practice 2: New teachers in critical grades and subjects.

Root Cause 2: Highly effective teachers are being enticed to work in other campuses.

Problem of Practice 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Key Actions

Key Action 1: Based on our 2022-2023 data needs assessment, we will implement effective Reading Language Arts first instruction in grades K-5th by using Amplify, a High-Quality Instructional Materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd -5th grade students performing at or above grade level in reading as measured STAAR 2024 will increase by:

Indicator 1: Approaching level or above: 10 percentage points increase, from 75% in STAAR 2023 to 85% in STAAR 2024

Indicator 2: Meets level or above: 5 percentage points increase, from 48% in STAAR 2023 to 53% in STAAR 2024

Indicator 3: Masters level: 5 percentage points increase, from 25% in STAAR 2023 to 30% in STAAR 2024

Specific Action 1 Details		Reviews			
Specific Action 1: (What specific action steps will the building leaders and staff take to accomplish the objective?)		**Formative**			**Summative**
School Leaders' Actions		Feb	Mar	Apr	June
1. Leadership team will revise campus Essential Elements to align to Amplify and will conduct internalization of Essential Elements sessions during teacher pre-service. 2. Principal Gomez & A.P. Hijazi & Ms. Garcia, teacher leader will analyze and review RLA STAAR data with teachers and train them on extended constructed responses best practices. 3. Ms. Hijazi and Ms. Caldwell will implement and monitor campus wide writing strategy (R.A.C.E.S) for Reading/Writing response that aligns with rubric for (SCR and ER) 4. Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS -every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction. 5. Facilitate weekly PLC's that focus on backwards planning, analysis of writing responses, At-Bats and Data-protocols. 6. Leadership team will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers, in addition to daily classroom visits. 7. Leadership team will calibrate twice a week using spot observation data					
Staff Actions					
1. 3-5 grade LA teachers will analyze student data and identify constructed responses using the RLA Extended Constructed Responses Rubric and Grades 3-5 RLA Constructed Responses Scoring Guide during Pre-service. - Content teachers will actively participate in weekly PLCs to analyze students DOL and plan for actionable steps that ensure students' progress. - Tracking of daily DOLs to make data-driven instructional decisions - Content teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date). - All teachers will have a student-friendly data wall in their rooms and communicate progress expectations to students. - The teachers will implement feedback given by leader, feedback will be frequent, specific, bite size, and easy to implement by the teacher					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Key Action 1: Based on our 2022-2023 data needs assessment, we will implement effective Reading Language Arts first instruction in grades K-5th by using Amplify, a High-Quality Instructional Materials.

Indicator of Success 2: Student STAAR average in constructed response will go from 42% of students at a rating of 0 in RLA 2023 to 75% of students at a rating of 4 or above in 2024 STAAR.

Specific Action 1 Details				Reviews			
Specific Action 1: (What specific action steps will the building leaders and staff take to accomplish the objective?)				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
1. Leadership team will revise campus Essential Elements to align to Amplify and will conduct internalization of Essential Elements sessions during teacher pre-service. 2. Principal Gomez & A.P. Hijazi & Ms. Garcia, teacher leader will analyze and review RLA STAAR data with teachers and train them on extended constructed responses best practices. 3. Ms. Hijazi and Ms. Caldwell will implement and monitor campus wide writing strategy (R.A.C.E.S) for Reading/Writing response that aligns with rubric for (SCR and ER) 4. Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS -every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction. 5. Facilitate weekly PLC's that focus on backwards planning, analysis of writing responses, At-Bats and Data-protocols. 6. Leadership team will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers, in addition to daily classroom visits. 7. Leadership team will calibrate twice a week using spot observation data **Staff Actions** 1. 3-5 grade LA teachers will analyze student data and identify constructed responses using the RLA Extended Constructed Responses Rubric and Grades 3-5 RLA Constructed Responses Scoring Guide during Pre-service. - Content teachers will actively participate in weekly PLCs to analyze students DOL and plan for actionable steps that ensure students' progress. - Tracking of daily DOLs to make data-driven instructional decisions - Content teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date). - All teachers will have a student-friendly data wall in their rooms and communicate progress expectations to students. - The teachers will implement feedback given by leader, feedback will be frequent, specific, bite size, and easy to implement by the teacher							
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Key Action 2: Based on our 2022-2023 data needs assessment, we will implement effective Math first instruction in grades K-5th by using Eureka and Zearn, High-Quality Instructional Materials.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of 3rd -5th grade students performing at or above grade level in math as measured STAAR 2024 will increase by:

Indicator 1: Approaching level or above: 5 percentage points increase, from 81% in STAAR 2023 to 86% in STAAR 2024

Indicator 2: Meets level or above: 5 percentage points increase, from 61% in STAAR 2023 to 66% in STAAR 2024

Indicator 3: Masters level: 5 percentage points increase, from 28% in STAAR 2023 to 33% in STAAR 2024

Specific Action 1 Details		Reviews		
Specific Action 1: (What specific action steps will the building leaders and staff take to accomplish the objective?)		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Leadership team will revise campus Essential Elements to align to Eureka and Zearn and will conduct internalization of Essential Elements sessions during teacher pre-service. Weekly PLC- Conducting K-5 Eureka math lesson internalization sessions following the coaching protocol steps. We will emphasize the teacher analysis of math problems with a "student mind", so the teachers are able to anticipate misconceptions and challenges in the lesson. Facilitate weekly PLC's that focus on Eureka internalization, At-Bats and Data-protocols, including analyzing of Zearn leader reports. Leader modeling math instruction including fluency building Every Day Counts math talk, and will coach Eureka lessons internalization. Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS -every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction. Facilitate weekly PLC's that focus on backwards planning, analysis of writing responses, At-Bats and Data-protocols. Leadership team will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers, in addition to daily classroom visits. Leadership team will calibrate twice a week using spot observation data **Staff Actions** Math teachers will internalize campus Essential Elements and use them to setup their classrooms, internalize lessons, and track data. Math teachers will follow internalization protocols established in campus Essential Elements. Math teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date). In addition to Eureka exit tickets, the teachers in grades 3 to 5 will incorporate STAAR questions in every unit in their lesson as established in Essential Elements. All teachers will use campus wide system for tracking Zearn usage Content teachers will actively participate in weekly PLCs to analyze students DOL and plan for actionable steps that ensure students' progress. All teachers will have a student-friendly data wall in their rooms and communicate progress expectations to students. The teachers will implement feedback given by leader, feedback will be frequent, specific, bite size, and easy to implement by the teacher Feedback will be frequent, specific, bite size, and easy to implement by the teacher following the spot observation form criteria				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 2: Based on our 2022-2023 data needs assessment, we will implement effective Math first instruction in grades K-5th by using Eureka and Zearn, High-Quality Instructional Materials.

Indicator of Success 2: We will progress monitor our student's Math growth through NWEA- MAP Growth assessment.

    Indicator 1: The BOY % for K-5th will increase by 10% by MOY and 15% more by EOY.

Specific Action 1 Details		Reviews			
Specific Action 1: (What specific action steps will the building leaders take to accomplish the objective?)		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Leadership team will revise campus Essential Elements to align to Eureka and Zearn and will conduct internalization of Essential Elements sessions during teacher pre-service. Weekly PLC- Conducting K-5 Eureka math lesson internalization sessions following the coaching protocol steps. We will emphasize the teacher analysis of math problems with a "student mind", so the teachers are able to anticipate misconceptions and challenges in the lesson. Facilitate weekly PLC's that focus on Eureka internalization, At-Bats and Data-protocols, including analyzing of Zearn leader reports. Leader modeling math instruction including fluency building Every Day Counts math talk, and will coach Eureka lessons internalization. Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS -every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction. Facilitate weekly PLC's that focus on backwards planning, analysis of writing responses, At-Bats and Data-protocols. Leadership team will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers, in addition to daily classroom visits. Leadership team will calibrate twice a week using spot observation data **Staff Actions** Math teachers will internalize campus Essential Elements and use them to setup their classrooms, internalize lessons, and track data. Math teachers will follow internalization protocols established in campus Essential Elements. Math teachers will actively participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date). In addition to Eureka exit tickets, the teachers in grades 3 to 5 will incorporate STAAR questions in every unit in their lesson as established in Essential Elements. All teachers will use campus wide system for tracking Zearn usage Content teachers will actively participate in weekly PLCs to analyze students DOL and plan for actionable steps that ensure students' progress. All teachers will have a student-friendly data wall in their rooms and communicate progress expectations to students. The teachers will implement feedback given by leader, feedback will be frequent, specific, bite size, and easy to implement by the teacher Feedback will be frequent, specific, bite size, and easy to implement by the teacher following the spot observation form criteria					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 3: Based on our 2022-2023 data needs assessment, we will: ensure that all teachers with Special Education students in their classroom, know their students IEP and implement their accommodations with fidelity, so all our students with Special Education services have access to high quality instruction across all content areas and Improve Special Education compliance by 100% ARD meeting completed by deadline, 100% completion of Quarterly Progress Monitoring and 100% of IEPS are written and developed in accordance with TEA rubric.

    Strategic Priorities:
    Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 100% of students receiving Special Education services will have access to content and language supports in the classroom, according to their IEP.

Specific Action 1 Details			Reviews	
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Attend all initial Special Ed team meetings with homeroom teachers to ensure that the students IEPs are clearly communicated and documented. When observing classrooms, include a quick observation of Special Ed students use of accommodations based on a previously prepared list. Ensure Special Educator teachers are 100% in compliance with HISD rubric and meet with school leaders biweekly to present evidence of completion status.				
Staff Actions				
The Special Education teachers will meet with individual teachers and an administrator to explain the students IEP and issue a printed summary of services (from EASY IEP). The Special Education leader will provide to the LT members a list that contains the names of all students receiving Special Education services, grade level, IEP summary, content objectives, approved accommodations and designated supports, frequency and place of services. All teachers implement the Special Education students IEP in their classrooms with fidelity When indicated in the IEP, a Resource teacher or Teaching assistant must be in the classroom actively supporting the Special Education students so they can participate meaningfully in the lesson activities. To ensure a high quality IEP, the Special Education teacher will use research-based resources such as GOAL book, to ensure a high quality IEP.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 3: Based on our 2022-2023 data needs assessment, we will: ensure that all teachers with Special Education students in their classroom, know their students IEP and implement their accommodations with fidelity, so all our students with Special Education services have access to high quality instruction across all content areas and Improve Special Education compliance by 100% ARD meeting completed by deadline, 100% completion of Quarterly Progress Monitoring and 100% of IEPS are written and developed in accordance with TEA rubric.

Indicator of Success 2: 100% of students will have individualized folders created by the Special Ed team that contain the specific accommodations and DS that will ensure their academic success.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Attend all initial Special Ed team meetings with homeroom teachers to ensure that the students IEPs are clearly communicated and documented. When observing classrooms, include a quick observation of Special Ed students use of accommodations based on a previously prepared list. Ensure Special Educator teachers are 100% in compliance with HISD rubric and meet with school leaders biweekly to present evidence of completion status. **Staff Actions** The Special Education teachers will meet with individual teachers and an administrator to explain the students IEP and issue a printed summary of services (from EASY IEP). The Special Education leader will provide to the LT members a list that contains the names of all students receiving Special Education services, grade level, IEP summary, content objectives, approved accommodations and designated supports, frequency and place of services. All teachers implement the Special Education students IEP in their classrooms with fidelity When indicated in the IEP, a Resource teacher or Teaching assistant must be in the classroom actively supporting the Special Education students so they can participate meaningfully in the lesson activities. To ensure a high quality IEP, the Special Education teacher will use research-based resources such as GOAL book, to ensure a high quality IEP.					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Key Action 3: Based on our 2022-2023 data needs assessment, we will: ensure that all teachers with Special Education students in their classroom, know their students IEP and implement their accommodations with fidelity, so all our students with Special Education services have access to high quality instruction across all content areas and Improve Special Education compliance by 100% ARD meeting completed by deadline, 100% completion of Quarterly Progress Monitoring and 100% of IEPS are written and developed in accordance with TEA rubric.

Indicator of Success 3: 100% of our students receiving Special Education services will show adequate growth towards their IEP goals, as measured by the Special Education teachers monthly progress notes, the students'- MAP- NWEA MOY and EOY assessment results, as well as STAAR/ STAAR Alt for students in grades 3 to 5.

Specific Action 1 Details				Reviews			
Specific Action 1: What specific action steps will the building leaders take to accomplish the objective?				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Attend all initial Special Ed team meetings with homeroom teachers to ensure that the students IEPs are clearly communicated and documented. When observing classrooms, include a quick observation of Special Ed students use of accommodations based on a previously prepared list. Ensure Special Educator teachers are 100% in compliance with HISD rubric and meet with school leaders biweekly to present evidence of completion status. **Staff Actions** The Special Education teachers will meet with individual teachers and an administrator to explain the students IEP and issue a printed summary of services (from EASY IEP). The Special Education leader will provide to the LT members a list that contains the names of all students receiving Special Education services, grade level, IEP summary, content objectives, approved accommodations and designated supports, frequency and place of services. All teachers implement the Special Education students IEP in their classrooms with fidelity When indicated in the IEP, a Resource teacher or Teaching assistant must be in the classroom actively supporting the Special Education students so they can participate meaningfully in the lesson activities. To ensure a high quality IEP, the Special Education teacher will use research-based resources such as GOAL book, to ensure a high quality IEP.							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

State Compensatory

Budget for 133 Cornelius Elementary School

Total SCE Funds: $183,672.00
Total FTEs Funded by SCE: 4.65
Brief Description of SCE Services and/or Programs

Funds 3 positions, Teacher 100%, T.A. 65% and Hourly Lecturer 100%

Personnel for 133 Cornelius Elementary School

Name	Position	FTE
ACUNA, MARIA GUADALUPE	Teaching Assistant-10M	1
Alicia Wilson		0.65
Diana Gaytan		1
RAMEY GREEN, MALCOLM DEVONTA	Teacher	1
REECE, EDWINA R	Tchr, First Grade	1

Title I Personnel

Name	Position	Program	FTE
CARRANZA, PATRICIA MARIE	Tchr, Class-Size Bilingual		1
RIOS, MARISOL	Tchr,ClassSize Reduct Gen-Ttl1		1