

**Brandon M. Scott**  
Mayor, City of Baltimore

**Johnette Richardson**  
Chair, Baltimore City Board  
of School Commissioners

**Dr. Sonja Brookins Santelises**  
Chief Executive Officer

**School Year 2023-2024**

# **Charter School Comprehensive Title I Schoolwide Plan for the use of Title I Funds**

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**School Number: 223**

**School Name: Pimlico Elementary Middle School**

**Principal: Nneka Warren**

**Operator: The Baltimore Curriculum Project**

**School Title I Point of Contact: Alison Ambrose**

**Assigned DMC Title I Specialist: Lauren Blake Williams**

**School Website with FY24 Title I Plan posting:**

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**I. Component 1: Comprehensive Needs Assessment (CNA):** *To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards. (ESEA section 1114(b)(6)).*

**a. Data Sources**

- (1) **Identify** at least 3 sources to ensure triangulation of the data
- (2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
NWEA MAP Projected Proficiency Report SY 22-23	NWEA MAP Projected Proficiency Report SY 22-23	Suspension Data (as of May 2022)
Spring 2022 MCAP scores	Spring 2022 MCAP scores	Behavior log data for SY 21-22
Historical data	Historical data	Historical suspension data

**map**™ Projected Proficiency Summary Report  
GROWTH

Aggregate by School by Grade

Term Tested: Fall 2022-2023  
District: Baltimore Curriculum Project  
Grouping: None  
Weeks of Instruction: 4 (Fall 2022)

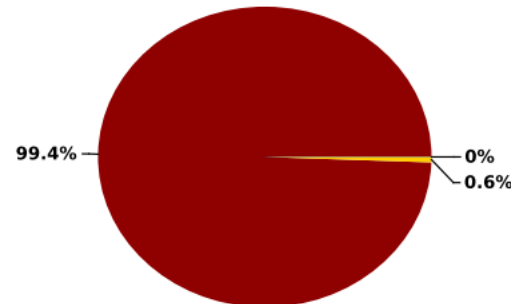
**Math: Math K-12**

Pimlico Elementary/Middle

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

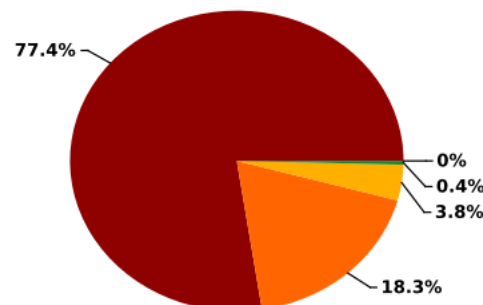
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	46	46	100.0%	0	0.0%	0	0.0%
6	96	96	100.0%	0	0.0%	0	0.0%
7	94	93	98.9%	1	1.1%	0	0.0%
8	108	107	99.1%	1	0.9%	0	0.0%
<b>Total</b>	<b>344</b>	<b>342</b>	<b>99.4%</b>	<b>2</b>	<b>0.6%</b>	<b>0</b>	<b>0.0%</b>



Projected to: **MD-Partnership for Assessment of Readiness for College and Careers** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/maryland-linking-study/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	49	32	65.3%	11	22.4%	5	10.2%	1	2.0%	0	0.0%
3	50	41	82.0%	8	16.0%	1	2.0%	0	0.0%	0	0.0%
4	53	41	77.4%	10	18.9%	1	1.9%	1	1.9%	0	0.0%
5	46	32	69.6%	12	26.1%	2	4.3%	0	0.0%	0	0.0%
6	96	72	75.0%	20	20.8%	4	4.2%	0	0.0%	0	0.0%
7	94	70	74.5%	20	21.3%	4	4.3%	0	0.0%	0	0.0%
8	108	96	88.9%	10	9.3%	2	1.9%	0	0.0%	0	0.0%
<b>Total</b>	<b>496</b>	<b>384</b>	<b>77.4%</b>	<b>91</b>	<b>18.3%</b>	<b>19</b>	<b>3.8%</b>	<b>2</b>	<b>0.4%</b>	<b>0</b>	<b>0.0%</b>





## Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2022-2023  
 District: Baltimore Curriculum Project  
 Grouping: None  
 Weeks of Instruction: 4 (Fall 2022)

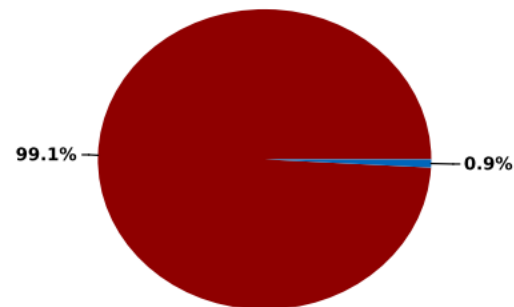
### Math: Math K-12

Pimlico Elementary/Middle

Projected to: SAT taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	46	46	100.0%	0	0.0%
6	96	96	100.0%	0	0.0%
7	94	92	97.9%	2	2.1%
8	108	107	99.1%	1	0.9%
<b>Total</b>	<b>344</b>	<b>341</b>	<b>99.1%</b>	<b>3</b>	<b>0.9%</b>





## Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2022-2023  
 District: Baltimore Curriculum Project  
 Grouping: None  
 Weeks of Instruction: 4 (Fall 2022)

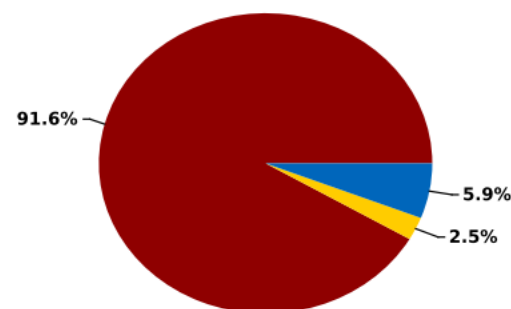
### Language Arts: Reading

Pimlico Elementary/Middle

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

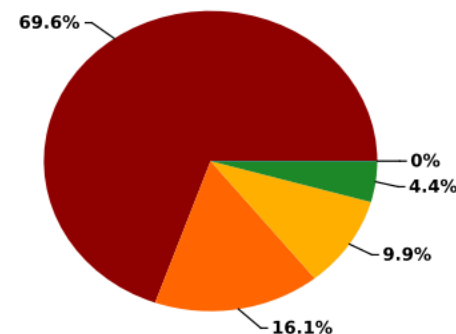
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	46	43	93.5%	1	2.2%	2	4.3%
6	87	78	89.7%	2	2.3%	7	8.0%
7	88	84	95.5%	3	3.4%	1	1.1%
8	100	89	89.0%	2	2.0%	9	9.0%
<b>Total</b>	<b>321</b>	<b>294</b>	<b>91.6%</b>	<b>8</b>	<b>2.5%</b>	<b>19</b>	<b>5.9%</b>



Projected to: **MD-Partnership for Assessment of Readiness for College and Careers** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/maryland-linking-study/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	54	37	68.5%	9	16.7%	6	11.1%	2	3.7%	0	0.0%
3	51	43	84.3%	4	7.8%	2	3.9%	2	3.9%	0	0.0%
4	51	32	62.7%	10	19.6%	6	11.8%	3	5.9%	0	0.0%
5	46	32	69.6%	9	19.6%	4	8.7%	1	2.2%	0	0.0%
6	87	58	66.7%	16	18.4%	9	10.3%	4	4.6%	0	0.0%
7	88	70	79.5%	8	9.1%	9	10.2%	1	1.1%	0	0.0%
8	100	60	60.0%	21	21.0%	11	11.0%	8	8.0%	0	0.0%
<b>Total</b>	<b>477</b>	<b>332</b>	<b>69.6%</b>	<b>77</b>	<b>16.1%</b>	<b>47</b>	<b>9.9%</b>	<b>21</b>	<b>4.4%</b>	<b>0</b>	<b>0.0%</b>





## Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2022-2023  
 District: Baltimore Curriculum Project  
 Grouping: None  
 Weeks of Instruction: 4 (Fall 2022)

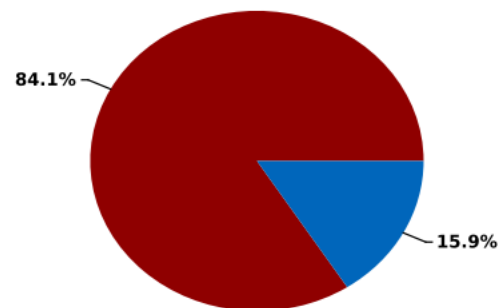
### Language Arts: Reading

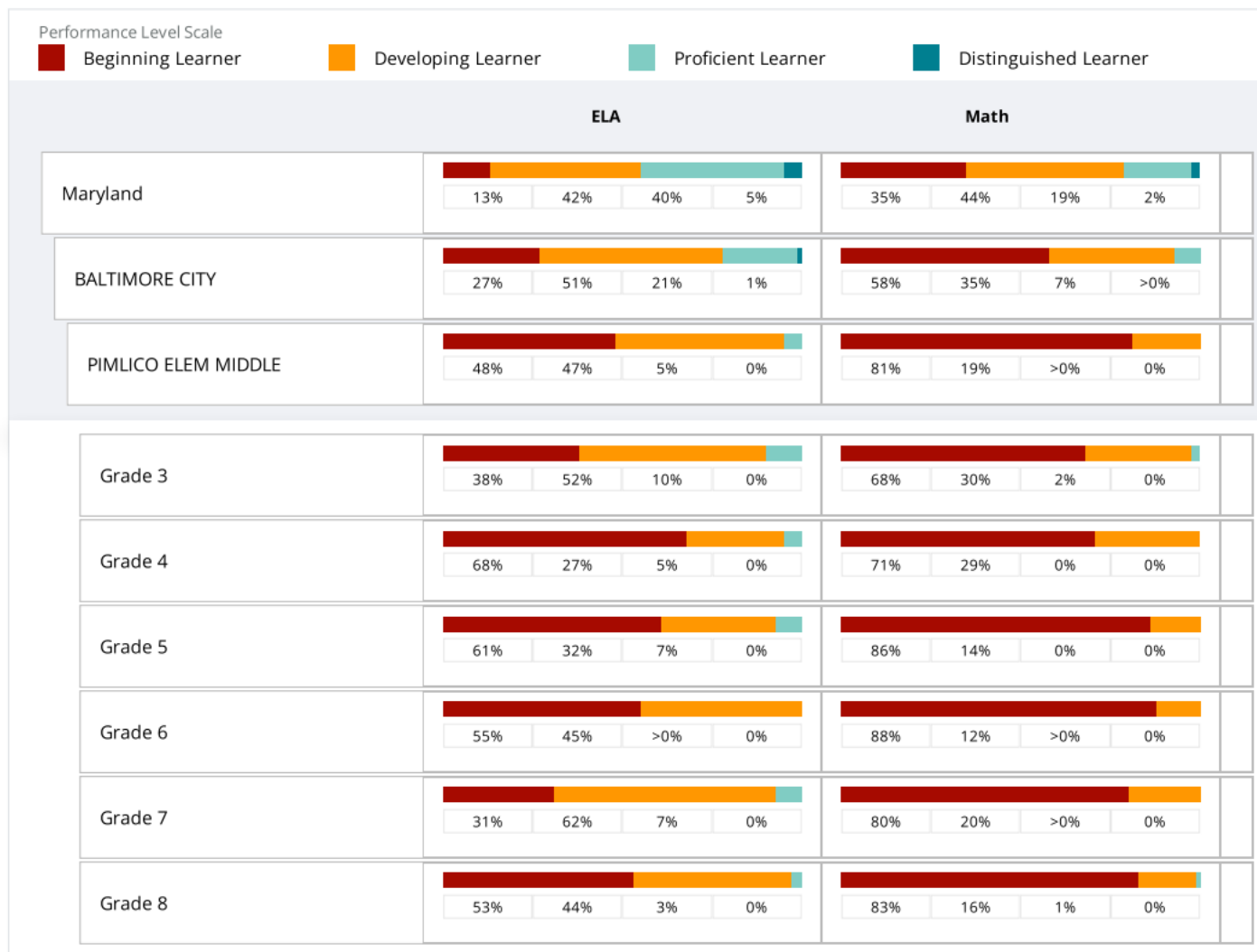
Pimlico Elementary/Middle

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	46	41	89.1%	5	10.9%
6	87	74	85.1%	13	14.9%
7	88	77	87.5%	11	12.5%
8	100	78	78.0%	22	22.0%
<b>Total</b>	<b>321</b>	<b>270</b>	<b>84.1%</b>	<b>51</b>	<b>15.9%</b>







**b. Identified Prioritized Needs for SY23-24:** *Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).*

*Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program Non-Regulatory Guidance, September 2016)*

	<b>What is the Area of Need and why was it selected?</b>	<b>Data to Support</b>	<b>What is the root cause of the identified need?</b>
<b>Literacy:</b>	Literacy intervention is needed to address the learning loss suffered by students because of the pandemic.	SY 22-23 assessment data; SY 21-22 assessment data; interviews and surveys with stakeholders in support of the CSI plan.	The learning loss that occurred due to the pandemic in 2020 and 2021 had a significant impact on students, especially the most vulnerable students such as low-income students, students with disabilities, English learners, and students experiencing homelessness.
<b>Math:</b>	Professional development was selected because data shows that teacher capacity must be built to better address the educational needs of our students.	SY 22-23 assessment data; SY 21-22 assessment data; reviews and surveys completed with stakeholders in support of the CSI plan; data gathered at priority engagement session	Teachers lack the resources and capacity to provide appropriate differentiated instruction for students and historically the school had limited ongoing professional learning opportunities or support.
<b>Other:</b>	Student Wholeness Support was selected to address the great social emotional needs of students in the school.	Current and historical suspension data, behavior referral data	Social emotional (SEL) needs of students were exacerbated by the pandemic and are not being addressed through current programs and curricula.
<b>Other:</b>			

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## II. Component 2: Schoolwide Reform Strategies:

- *The Plan describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs’ assessment.***
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education.** (ESEA section 1114(b)(7)(A)(ii)).*
- *Note that all Title I funded purchases [including positions] must be an ESSA evidenced-based strategy intervention or goal or in support of an ESEA evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending](#) for more information]. Please ensure all Title I allocations for FY24 are included in some capacity in the goals/strategies below – example: Literacy Goal – Improve literacy outcomes on DIBELS assessment through the use of Wilson Language Program. Title I funds will support Teacher Elementary implementing Wilson program as well as supplemental supplies associated with implementation.*

### a. Statement of Goals:

Literacy:	By June 2024, the percentage of students in grades 3-8 scoring “3” or above on the Maryland Comprehensive Assessment Program (MCAP) literacy assessment will increase 5.7 percentage points from 5% to 10.7%.
Math:	By June 2024, the percentage of students in grades 3-8 scoring “3” or above on the Maryland Comprehensive Assessment Program (MCAP) mathematics assessment will increase 5.7 percentage points from 0% to 5.7%.
Other:	As of May 2022, the suspension rate was 11%. The percentage of students suspended for 2SY will not exceed 15.5% for the entire school year.

## b. Identification of Strategies:

- *The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).*
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).*
- *To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results.*

<b>Evidence-Based Strategy 1: After School Intervention Program</b> <b>Person(s) Responsible: Educational Associate</b> <b>Timeframe: October 2023-May 2024</b>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Offering literacy intervention in grades K-8 targets the lowest-achieving students in the school. The small group sizes will allow for a more individualized education experience and allow teachers to target needs in specific skill areas.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Providing students with consistent after school programming with adequately trained staff and high-quality programming, as identified by ESSA, will improve students' educational outcomes and attendance. Students in grades K-5 will have a student teacher ratio of 4:1. The small number of students will allow for a more personalized learning experience.</p>

<p>What benchmarks will be used for program evaluation?</p>	<p>Daily attendance forms, in-program assessments, and curriculum-based mastery tests will be used to monitor progress and evaluate the success of the programs.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>N/A. This evidence-based strategy is financed through other grant funds.</p>
<p><b>Evidence-Based Strategy 2: Professional Learning Community</b>  <b>Person(s) Responsible: Educational Associates, consultant, Academic Coaches</b>  <b>Timeframe: Summer 2023-Spring 2024</b></p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Teachers need to be able to identify student learning needs based on student performance data; provide whole group instruction with effective modeling; administer formal and informal assessment of student learning to identify new needs and goals; and adjust instruction based on assessment data. Providing continuous professional learning opportunities will help provide teachers with modeling, strategies, and the ongoing support they need to improve their knowledge, skills, and practice. These skills will impact all learners and will have the greatest impact on our lowest-achieving students. Improving teacher effectiveness will increase student achievement.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Providing ongoing professional learning opportunities will strengthen the school’s academic program by building teacher capacity. Utilizing effective teaching practices, such as differentiation and adjusting instruction based on student learning data, will increase the amount and quality of learning time. The professional learning opportunities will meet the ESSA PD definition – because it is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Formal and informal observation data; Spring 2024 MCAP data; NWEA growth measures; mastery test data, formative assessment data</p>

<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>N/A. This evidence-based strategy is financed through other grant funds.</p>
<p><b>Evidence-Based Strategy 3: Student Wholeness Support</b>  <b>Person(s) Responsible: Student Wholeness Specialist, Climate Support Specialists, Restorative Practices Coordinator</b>  <b>Timeframe: SY 23-24</b></p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Research indicates that social emotional learning (SEL) increases academic achievement, prosocial behaviors, improves students’ attitude toward school, and can reduce stress and depression. Student Wholeness Support will be available to all students in grades PK-8. All staff will engage in continuous professional development around SEL, supporting the whole child, and restorative practices. Using restorative practices in classrooms will strengthen relationships among students as well as staff. The school will also provide enrichment opportunities to help students learn new skills, work on social skills, and create positive connections with each other and other adults within the school community</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Attending to the whole child by providing social-emotional learning and mentoring support will allow for more time in class receiving quality learning time. The wholeness team will provide teachers support around embedding social emotional learning within daily lessons as well as infusing restorative practices. The wholeness team will provide professional development to teachers as well as daily mentoring support to students. Providing restorative practices instead of suspension will help decrease the amount of instructional time typically missed. Enrichment activities such as after school sports and debate will help provide a well-rounded education.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Behavior support logs, suspension data, student and teacher surveys</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	

### III. Component 3: Parent, Community, and Stakeholder Involvement

**(Attach documentation [Sign-ins, notes, flyers, agendas, handouts, etc. for each activity in support of the stakeholder engagement and input])**

- *Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.*
- *The plan must be made available to the local educational agency, parents, and the public and is in an understandable and uniform format and, to the extent practicable\*, provided in a language that the parents can understand. [Sec. 1114(b)(4)]*
- *A school operating a schoolwide program shall develop (or amend) a comprehensive plan that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan including teachers, principals, other school leaders (including administrators of programs), paraprofessionals, the LEA, tribal organizations, if applicable, specialized instructional support personnel, technical assistance providers (secondary), school staff, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Priority Engagement Session	Staff, families, community members	January 19, 2023
Community Budget Forum	Families, staff, community members	February 23, 2023
Budget Review Meeting	Families, staff, community members	March 16, 2023

# BALTIMORE CITY PUBLIC SCHOOLS

## FY24 Priority Engagement Session

January 19, 2023  
Pimlico Elementary Middle  
3pm

### Desired Outcomes

By the end of this meeting participants would have:

- **Been exposed to the School Vision and Priorities**
- **Discussed and reflected on the priorities from previous school year**
- **Participated in priority input activity to provide input and feedback on SY23-24**
- **Reviewed and provided input on the school priorities**

### AGENDA

WHAT	HOW	WHO	TIME
<ul style="list-style-type: none"> <li>▪ Welcome &amp; Introductions</li> <li>▪ Setting the Stage</li> <li>✓ Norms</li> <li>✓ Meeting Purpose</li> </ul>	Share	Principal	5 min
<ul style="list-style-type: none"> <li>▪ School overview (Mission, Vision, Core Values, Blueprint)</li> </ul>	Share	Principal	15min

<ul style="list-style-type: none"> <li>▪ School Vision</li> <li>✓ Who are we?</li> <li>✓ What is our story?</li> <li>✓ What do we value? Why?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Sharing of School Data and Priorities</li> <li>✓ School Performance Plan/CSI Plan goals</li> <li>✓ Priorities for current school year</li> <li>✓ School programs connected to priorities/Recovery plan</li> <li>✓ Sharing of key data (student performance, attendance/ climate, other data connected to school goals and strategies)</li> </ul> <p><b>*Reference Priority Input Form</b></p>	<p>Discuss</p>	<p>Ms. Ambrose</p>	<p>15 min</p>
<ul style="list-style-type: none"> <li>▪ Priorities Input for SY2023-2024</li> <li>✓ What priorities are important or desired for [your child's] <b>our students'</b> success at school?</li> <li>✓ What additional programs and services [does your child] <b>do our students'</b> need to succeed?</li> <li>✓ What programs would you consider beneficial to the school as a whole?</li> </ul> <p><b>*Reference Priority Input Form</b></p> <p>Survey: <a href="https://forms.gle/dkzauKPySwWfNpoE7">https://forms.gle/dkzauKPySwWfNpoE7</a></p>	<p>Brainstorm</p>	<p>Ms. Yorkshire</p>	<p>20min</p>



<ul style="list-style-type: none"> <li>Evaluation/ Adjournment <a href="https://forms.gle/8Ex7HKnrdz2a3EfU9">https://forms.gle/8Ex7HKnrdz2a3EfU9</a></li> </ul>	Evaluation	Attendees	5 min
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## BALTIMORE CITY PUBLIC SCHOOLS

# FY24 Community Budget Forum

Pimlico Elementary Middle  
Community Budget Forum  
Feb 23, 2023

**Desired Outcomes**

By the end of this meeting participants will have:


- Reviewed the FY23 School Budget
- Discussed the FY24 budget impact on school priorities
- Reviewed the input provided on the school priorities
- Provided feedback on the school’s proposed budget for FY24

### AGENDA

WHAT	HOW	WHO	TIME
<ul style="list-style-type: none"> <li>Welcome &amp; Introductions</li> <li>Setting the Stage</li> <li>✓ Norms</li> <li>✓ Meeting Purpose</li> </ul>	Share	Mrs. Yorkshire	10 min

<ul style="list-style-type: none"> <li>▪ School Vision and Priorities</li> <li>✓ Review school Vision and Mission</li> <li>✓ Current School Performance Plan Goals and Draft Strategies</li> <li>✓ Review Data</li> <li>○ Achievement, Attendance, Climate and Culture</li> <li>✓ Reflect on FY23 priorities</li> <li>✓ Share Top Priorities for FY24</li> </ul>	Share/Discuss	Ms. Ambrose  Mr. Tabor	20 min
<ul style="list-style-type: none"> <li>▪ FY23 (Current) School Year Budget Review and Key Expenditures</li> <li>▪ FY24 Budget Allocation, Budget Overview</li> <li>▪ Compare and Contrast</li> <li>▪ Programmatic Priorities for SY2023-2024</li> </ul>	PowerPoint  Share/Discuss	Mrs. Warren  Principal	20 min
<ul style="list-style-type: none"> <li>▪ Summary and Next Steps</li> <li>✓ Budget Timeline</li> <li>✓ Community Budget Review</li> </ul>	Share/Discuss	<i>All Stakeholders</i>	5 min
<ul style="list-style-type: none"> <li>▪ Questions and Feedback</li> <li>▪ Evaluation/ Adjournment</li> <li>▪ <a href="https://surveys.panoramaed.com/baltimorecity/budget">https://surveys.panoramaed.com/baltimorecity/budget</a></li> </ul>	Evaluation	Attendees	5 min

**PUBLIC SCHOOLS**



**Hey, school community!**

**Tell us what you think is important for our school. Share your ideas and let your voice be heard!**

You're invited to  
Pimlico Elementary/Middle

**Priority Engagement Session**

Join us for a conversation about our school's priorities for the 2023-24 school year, to help shape our budget for next year.  
**So tell us:**  
**Where do you think we should focus our efforts and funding?**

Thursday, January 19	3pm	Pimlico Elementary Middle Library 4849 Pimlico Rd, Baltimore Md. 21215
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Baltimore City Public Schools does not discriminate based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy/parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations, as outlined in Board Policies JBA, JBB, JICK, ACA, ACB, and ACD.  
Full nondiscrimination notice: [www.baltimorecityschools.org/notice-nondiscrimination](http://www.baltimorecityschools.org/notice-nondiscrimination)

**BALTIMORE CITY  
PUBLIC SCHOOLS**



**Community Budget Forum Meeting**

**Pimlico Elementary/ Middle**

Come out and hear the vision and proposed school budget for next year.

The entire School Community is welcome to attend.  
**Your Feedback is Valued.**

Thursday February 23, 2023	Zoom Meeting ID 895 8112 6796	Time: 3 pm
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**Community  
Budget Review**

**Pimlico  
Elementary/  
Middle  
Community  
Budget Review**

**Thursday, March 13, 2023**

**3pm**

**Zoom Meeting ID :**

**823 0135 6959**

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**An opportunity for the entire  
school community to learn about  
our school budget for next year!**

**IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs.** [Sec. 1114(b)(5)]: *If appropriate and applicable, the plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).*

**The budget development process satisfies this requirement. Please attach the school's FY24 School Composite Report.**



### Allocations

Fund Source	Allocation
AOP Supplemental	0
ARP ESSER	1,764,024
Concentrations of Poverty	235,130
CPG Per-Pupil	917,184
FSF	9,316,273
FSF SWD Unlocked	938,358
Title I Part A	637,000
<b>Total:</b>	<b>13,807,969</b>

FSF Category	Amount
Charter Per-Pupil Funding	473,308
Compensatory Funding	3,940,575
EL Funding	559,564
Foundation Funding	4,618,472
Non-Pre-K Non-SWD Locked Position Costs	-275,646
Pre-K Funding	559,098
Pre-K Locked Position Costs	-559,098
<b>Total:</b>	<b>9,316,273</b>

### Academic Programs

Program Type: Additional Instruction OTPS Name:

stipends

Administrator: Nneka Warren Vendor/Partner: Not

Applicable

Services: stipends for attendance team and tech coordinator Justification: stipends

for attendance team and tech coordinator  
2/27/2023

Fund Source	Cat Prog	Subobject	Justification	Position Cost
Concentrations of Poverty	0203.0101	0165	stipends for attendance team and tech coordinator	25,000
Concentrations of Poverty	0212.0101	0270	FICA for stipends for attendance team and tech coordinator	1,913
<b>Total:</b>				26,913

**Name:** substitutes Administrator: Nneka Warren  
**Vendor/Partner:** Not Applicable **Services:** funds for substitutes



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Justification: funds for substitutes

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF	0203.0101	0164	Short Term Subs	5,000
FSF	0212.0101	0270	FICA for Short Term Subs	383
<b>Total:</b>				5,383

**Name:** school beautification

Administrator: Corey Debnam

Vendor/Partner: Not Applicable

Services: funds for school beautification

Justification: funds for school beautification

Fund Source	Cat Prog	Subobject	Justification	Position Cost
Concentrations of Poverty	0203.0101	0399	School Beautification	50,000
<b>Total:</b>				50,000

**Name:** Charter cash out

Administrator: Nneka Warren

Vendor/Partner: Not Applicable

Services: Charter cash out

Justification: Charter cash out

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF	0203.0101	0359	Cash Out	4,757,078
<b>Total:</b>				4,757,078

**Program Type: College/Career Advising**

**Name:** Seamless - Opt In Services

Administrator: Nneka Warren

Vendor/Partner: Not Applicable

Services: Funds for Seamless

Justification: Funds for Seamless

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF	0203.0101	0399	Seamless	2,796
<b>Total:</b>				2,796

**Program Type: Comprehensive Teacher Induction Name:**

Mentor Teacher

Administrator: Nneka Warren

Vendor/Partner: Not Applicable

Services: An EA will serve as mentor teacher for non tenures staff members.

Justification: An EA will serve as mentor teacher for non tenures staff members.

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Fund Source	Cat Prog	Subobject	Justification	Position Cost
<b>Total:</b>				NaN

**Program Type: Enrichment**

**Name:** Food and nutrition

Administrator: Nneka Warren

Vendor/Partner: Not Applicable

Services: A food and nutrition teacher provides instruction through charter reimbursement.

Justification: food and nutrition

Fund Source	Cat Prog	Subobject	Justification	Position Cost
CPG Per-Pupil	0203.0101	0399		45,967
Concentrations of Poverty	0203.0101	0399		18,298
<b>Total:</b>				64,265

**Name:** athletics

Administrator: Corey Debnam

Vendor/Partner: Not Applicable

Services: after school athletics

Justification: after school athletics

Fund Source	Cat Prog	Subobject	Justification	Position Cost
Concentrations of Poverty	0203.0101	0399	Athletics	20,000
<b>Total:</b>				20,000

**Program Type: Fine Arts Name:**

Fine Arts Administrator:

Nneka Warren

Vendor/Partner: Not Applicable

Services: A full time art, music teacher and theatre teacher are in the budget.

Justification: A full time art, music teacher and theatre teacher are in the budget.

Fund Source	Cat Prog	Subobject	Justification	Position Cost
<b>Total:</b>				NaN

**Program Type: Instructional Materials**

**Name:** Instructional supplies Administrator:

Nneka Warren

Vendor/Partner: Not Applicable

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Services: funds for instructional supplies

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Justification: funds for instructional supplies

Fund Source	Cat Prog	Subobject	Justification	Position Cost
Title I Part A	0203.0260	0425	Supplemental Materials & supplies	77
ARP ESSER	0203.0260	0425	Supplemental Materials & supplies	1,260
FSF SWD Unlocked	0206.0401	0425	SWD Instructional Supplies	529
<b>Total:</b>				1,866

**Program Type: Non-academic OTPS**

**Name:** Imagine Me

Administrator: N. Barnett

Vendor/Partner: Not Applicable

Services: Funds reserved for Imagine Me

Justification: Funds reserved for Imagine Me

Fund Source	Cat Prog	Subobject	Justification	Position Cost
CPG Per-Pupil	0203.0101	0399	Imagine Me	121,585
<b>Total:</b>				121,585

**Name:** School Funded Locked Services

Administrator: Central Office

Vendor/Partner: Other

Services: Copiers

Justification:

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF	0202.1601	0332	Copiers Lease	14,836
<b>Total:</b>				14,836

**Name:** Copier

Administrator: N. Barnett

Vendor/Partner: Not Applicable

Services: Funds reserved for a copier

Justification: Funds reserved for a copier

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF	0203.0101	0399	Copier	9,891
<b>Total:</b>				9,891

**Program Type: School Safety and Climate Name:**

Continuous Growth

Administrator: Nneka Warren

Vendor/Partner: CONTINUOUS GROWTH LLC

Services: To implement Behavior Management  
Strategies to make a significant impact in the lives of

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students enrolled in the school mentoring program "one student at a time".  
These hours of service will be implemented by intervention specialists who are trained in CPI, restorative practices, C.A.R.E. Model, and Capturing Kid's Hearts.  
en Personnel will provide coverage for morning entry, assist students with exiting vehicles and entering the school, classroom support for teachers in an effort to assist with disruptive behaviors, school-wide transitions throughout the day, lunch period support, dismissal, support areas surrounding the school within a range designated by the principal.

Justification: climate and support

Fund Source	Cat Prog	Subobject	Justification	Position Cost
CPG Per-Pupil	0203.0101	0399	Continous Growth	176,100
<b>Total:</b>				176,100

Program Type: Summer IEP

Meetings Name: Summer IEP

Administrator: Nneka Warren  
Vendor/Partner: Not Applicable  
Services: Funds for summer IEP meetings  
Justification: Funds for summer IEP meetings

Fund Source	Cat Prog	Subobject	Justification	Position Cost
FSF SWD Unlocked	0212.0101	0172	Summer IEP Meetings	1,000
FSF SWD Unlocked	0212.0101	0270	FICA for Summer IEP Meetings	77
<b>Total:</b>				1,077

**Program Type: Summer Program Name:**

summer program Administrator:Nneka Warren  
Vendor/Partner: Not Applicable

Services: PEMS is a host site for SALA.  
Justification: PEMS is a host site for SALA.

Fund Source	Cat Prog	Subobject	Justification	Position Cost
<b>Total:</b>				NaN

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## Family and Community Engagement

**Budget Review Date** :23-MAR-2023 12:00AM

**Budget Forum Date** :23-FEB-2023 12:00AM SFC

**Reps Updated** :Y

### Partnerships Updated :

**SANE Document Name** :Budget Forum (1).pdf

## Narratives for Priorities

### List three school performance plan goals.

Reading, Math, Student Wholeness, Enrichment, Climate

### How will the budget support goal 1?

Maximizing instruction by reducing the ratio of adult to student and increase climate support. Utilizing restorative practices

### How will the budget support goal 2?

Added 4 para educators to support instruction, foreign language teacher, drama. counselor, assistance principal, intervention teachers and EA.

### How will the budget support goal 3?

All additional positions and contracts are reflected in budget.

## Narratives for Special Education

### Rationale

There are a total of 11 special educators. 2 are locked. 2 IEP chairs and 1 TSP.

### Case Management

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**IEP Team Chair**

Lauren Kellman is the other ITA and Mr. Dixon is a highly qualified special educator.

**Instruction**

There will be 4 self contained classes and 5 for pull out and push in. there are 2 locked special educators in life skills and 2 locked paraeducators in life skills

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**Position Summary**

<b>Job Title</b>	<b>Subject Taught</b>	<b>This Year</b>	<b>Retain</b>	<b>Abolish</b>	<b>Vacancy</b>	<b>Next Year</b>
Assistant Principal		0	0	0	1	1
Assistant Principal	Not Applicable	2	2	0	0	2
Assistant - Non-Instructional/10mth	English	1	1	0	0	1
Custodial Worker I/12 mth	Not Applicable	5	5	0	0	5
Custodial Worker I/3.5 hrs	Not Applicable	.44	.44	0	0	.44
Educational Associate/10mth		0	0	0	2	2
Educational Associate/10mth	English	0	0	0	1	1
Educational Associate/10mth	Mathematics	0	0	0	1	1
Educational Associate/10mth	Not Applicable	1	1	0	0	1
Guidance Counselor		0	0	0	1	1
Hall Monitor	Not Applicable	1	1	0	0	1
IEP Team Associate	Not Applicable	1.6	1.6	0	0	1.6
IEP Team Associate	Special Education - Grades 1 - 8	.4	.4	0	0	.4
Library Media Specialist		0	0	0	1	1
Office Assistant	Not Applicable	1	1	0	0	1
Paraeducator		0	0	0	4	4
Paraeducator	Elementary	7	7	0	0	7
Paraeducator	Not Applicable	14	14	0	0	14
Paraeducator - ESOL	English as a Second Language	1	1	0	0	1
Paraeducator - Pre K	Early Childhood - Pre-Kindergarten	3	3	0	0	3
Principal	Not Applicable	1	1	0	0	1
Psychologist	Psychology	.8	.8	0	.2	1
Secretary	Not Applicable	1	1	0	0	1
Social Worker	Social Work	1.2	1.2	0	.8	2
Special Education Paraeducator	Special Education - Life Skills	2	2	0	0	2
Speech Pathologist	Rehabilitation - Speech Pathology	1	1	0	0	1
Student Wholeness Specialist	Not Applicable	2	2	0	0	2
Teacher - Elementary		0	0	0	3	3
Teacher - Elementary	Art - Elementary	1	1	0	0	1
Teacher - Elementary	Drama/Theater	0	0	0	1	1
Teacher - Elementary	Early Childhood - Kindergarten	1	1	0	0	1
Teacher - Elementary	Elementary	13	13	0	0	13



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<b>Job Title</b>	<b>Subject Taught</b>	<b>This Year</b>	<b>Retain</b>	<b>Abolish</b>	<b>Vacancy</b>	<b>Next Year</b>
Teacher - Elementary	Music - Elementary Vocal	0	0	0	1	1
Teacher - Elementary	Not Applicable	1	1	0	0	1
Teacher - Elementary	Physical Education - Elementary	1	1	0	.5	1.5
Teacher - ESOL	English as a Second Language	2	2	0	0	2
Teacher - Pre-K	Early Childhood - Pre-Kindergarten	3	3	0	0	3
Teacher - Secondary	English	2	2	0	0	2
Teacher - Secondary	Foreign Language - Spanish	0	0	0	1	1
Teacher - Secondary	Intervention	1	1	0	0	1
Teacher - Secondary	Mathematics	2	2	0	0	2
Teacher - Secondary	Science - Biology	1	1	0	0	1
Teacher - Secondary	Science - General Science	1	1	0	0	1
Teacher - Secondary	Social Studies - General Social Studies	3	3	0	0	3
Teacher - Special Education		0	0	0	1	1
Teacher - Special Education	Special Education - Grades 1 - 8	2	2	0	0	2
Teacher - Special Education	Special Education - Grades 6 - Adult	2	2	0	0	2
Teacher - Special Education	Special Education - Life Skills	2	2	0	0	2
Teacher - Special Education	Special Education - Self Contained	4	4	0	0	4
Team Support Paraprofessional	Not Applicable	1	1	0	0	1

**Position Detail**

**Grants**

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Educational Associate/10mth			0	4638.22 .26	100	0	Ambrose, Alison E			
Educational Associate/10mth			0	4638.22 .26	100	0	Roberson, Lisa Danyell			
Educational Associate/10mth			0	4638.22 .26	100	0	Tabor, Keith M			
Food Services Worker I/6 hrs			.75	2001.24 .00	100	21,268	Goggins, Betty Earline			
Food Services Worker I/6 hrs			.75	2001.24 .00	100	22,917	Jones, Caprice Renaee			
Food Services Worker I/6 hrs			.75	2001.24 .00	100	27,890	Sye, Vanessa L			
Food Services Worker I/6 hrs			.75	2001.24 .00	100	21,505	Williams, Harriet Rochelle			
Manager II - Cafeteria			1	2001.24 .00	100	34,418	Mitchell, Julian Devron			

**Retain**

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Assistant Principal	Not Applicable	NG	1	FSF	100	151,523	Holmes, Melvin Vincent Jr	No Change	61421-2	N
Assistant Principal	Not Applicable	NG	1	FSF	100	142,415	Debnam, Corey E	No Change	42237	N
Assistant - Non-Instructional/10mth	English	NG	1	FSF	100	62,279	Carter, Sharon D	No Change	32634	N
Custodial Worker I/12 mth	Not Applicable	NG	1	FSF	100	55,991	Johnson, Deonte Sharod	No Change	70565	N
Custodial Worker I/12 mth	Not Applicable	NG	1	FSF	100	60,047	Reid, Stacye Louise	No Change	53090-20	N
Custodial Worker I/12 mth	Not Applicable	NG	1	FSF	100	58,817	Ausby, Eric	No Change	73847	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
month										
Custodial Worker I/12 month	Not Applicable	NG	1	FSF	100	54,531	Samuel, Kamren Tyrell	No Change	75587	N
Custodial Worker I/12 month	Not Applicable	NG	1	FSF	100	56,355	Baxter, Kenneth Leonard	No Change	75527	N
Custodial Worker I/3.5 hrs	Not Applicable	NG	.44	FSF	100	35,920	Dodd, Christopher K	No Change	75074	N
Educational Associate/10month	Not Applicable	NG	1	FSF	100	132,252	Judd, Thomas William	No Change	65135	N
Hall Monitor	Not Applicable	NG	1	FSF	100	51,626	Samuel, Kimberly Towanda	No Change	49740-2	N
IEP Team Associate	Not Applicable	NG	.6	FSF SWD Unlocked	100	74,770	Kellman, Lauren I	No Change	57842-2	N
IEP Team Associate	Not Applicable	NG	.01	FSF SWD Unlocked	1	1,246	Dixon, Kevin A	No Change	51317-3	N
IEP Team Associate	Not Applicable	NG	.99	ARP ESSER	99	129,186	Dixon, Kevin A	No Change	51317-3	N
IEP Team Associate	Special Education - Grades 1 - 8	NG	.4	FSF SWD Locked	100	49,847	Kellman, Lauren I	No Change	57842-2	Y
Office Assistant	Not Applicable	NG	1	FSF	100	56,869	Boatwright, Valencia Janeice	No Change	74374	N
Paraeducator	Elementary	NG	1	ARP ESSER	100	73,047	Lee, Whitney Jean	No Change	52240	N
Paraeducator	Elementary	NG	0	FSF	0	0	Lee, Whitney Jean	No Change	52240	N
Paraeducator	Elementary	NG	0	AOP Supplemental	0	0	Lee, Whitney Jean	No Change	52240	N
Paraeducator	Elementary	NG	1	Concentrations of Poverty	100	61,090	Huntley, Nicole Dannielle	No Change	73985	N
Paraeducator	Elementary	NG	1	ARP	100	61,090	Simmons, ReKell	No Change	74482	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
				ESSER			Kayla			
Paraeducator	Elementary	NG	1	ARP ESSER	100	55,678	Moses, Donye Markia	No Change	74565	N
Paraeducator	Elementary	NG	1	FSF	100	62,734	Adkins, LaTasha Sharee	No Change	73951	N
Paraeducator	Elementary	NG	.7	ARP ESSER	70	38,974	Murray, Annikki Lynn	No Change	72571	N
Paraeducator	Elementary	NG	.3	FSF	30	16,415	Murray, Annikki Lynn	No Change	72571	N
Paraeducator	Elementary	NG	1	ARP ESSER	100	61,090	Bell Sandy, Jemia	No Change	74859	N
Paraeducator	Not Applicable	NG	0	FSF	0	0	Saboor, Juwariyah A	No Change	72542	N
Paraeducator	Not Applicable	NG	1	ARP ESSER	100	56,697	Saboor, Juwariyah A	No Change	72542	N
Paraeducator	Not Applicable	NG	1	Title I Part A	100	77,367	Rollins, Deborah D	No Change	35953	N
Paraeducator	Not Applicable	NG	1	ARP ESSER	100	56,697	Berry, Miranda L	No Change	72880	N
Paraeducator	Not Applicable	NG	1	Concent rations of Poverty	100	58,829	Black, Wenston Wuan	No Change	68912-2	N
Paraeducator	Not Applicable	NG	1	FSF	100	54,716	Morman, Chrystle Rebecca	No Change	74902	N
Paraeducator	Not Applicable	NG	1	ARP ESSER	100	57,749	Allen, Tiffany	No Change	72942	N
Paraeducator	Not Applicable	NG	1	FSF	100	63,420	Vacant	No Change		N
Paraeducator	Not Applicable	NG	1	FSF	100	54,716	Lynn, Brenasia	No Change	74896	N
Paraeducator	Not Applicable	NG	1	FSF	100	55,613	Kelly, Shaunae Dajah	No Change	72386-2	N
Paraeducator	Not Applicable	NG	1	ARP ESSER	100	56,697	Eldridge, Onek Ileshia	No Change	72815	N
Paraeducator	Not Applicable	NG	1	CPG Per- Pupil	100	57,749	Taylor, Tousaint Rashid	No Change	70868-2	N
Paraeducator	Not Applicable	NG	1	FSF	100	63,892	Marable, Latosha Maria	No Change	74412	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Paraeducator	Not Applicable	NG	1	FSF	100	55,613	Bell, Darria Aigner	No Change	73742	N
Paraeducator	Not Applicable	NG	1	FSF	100	55,613	Davis, Niliyah	No Change	74538	N
Paraeducator - ESOL	English as a Second Language	NG	1	FSF ESOL Locked	100	63,431	Velazquez Medina, Glorimar	No Change	65457	Y
Paraeducator - Pre K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	71,878	Person, Jonathan	No Change	48916-4	Y
Paraeducator - Pre K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	71,878	Harvey, Jamie Yolanda	No Change	47772-3	Y
Paraeducator - Pre K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	71,878	Witherspoon, Jeannetta D	No Change	39309	Y
Principal	Not Applicable	NG	1	FSF	100	180,318	Barnett, Nneka Mariama	No Change	30575-6	Y
Psychologist	Psychology	NG	1	FSF SWD Locked	100	125,926	Collins, Jennifer C	No Change	53289	Y
Secretary	Not Applicable	NG	1	FSF	100	83,961	Richardson, Tina Gertrude	No Change	37318	N
Social Worker	Social Work	NG	.5	FSF SWD Locked	100	61,589	Jones, Nicole Tiffinay	No Change	75295	Y
Social Worker	Social Work	NG	1	FSF SWD Locked	100	123,178	Banks, Gretchen Leigh	No Change	47338-5	Y
Special Education Paraeducator	Special Education - Life Skills	NG	1	FSF SWD Locked	100	69,248	Ramsay, Reneice J	No Change	33786	Y
Special Education Paraeducator	Special Education - Life Skills	NG	1	FSF SWD Locked	100	69,248	Meadows, Racquel N	No Change	38269-2	Y
Speech Pathologist	Rehabilitation - Speech Pathology	NG	1	FSF SWD Locked	100	118,845	Neft, Leia Chava	No Change	67439	Y
Student Wholeness	Not Applicable	NG	1	CPG	100	85,853	Witherspoon, Corey	No Change	59470-4	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Specialist				Per-Pupil			Kennard			
Student Wholeness Specialist	Not Applicable	NG	1	CPG Per-Pupil	100	83,104	Reid-Woodhouse, Unell Denea	No Change	53863-8	N
Teacher - Elementary	Art - Elementary	NG	1	ARP ESSER	100	127,051	Green, Shari Tovah	No Change	53167	N
Teacher - Elementary	Early Childhood - Kindergarten	NG	1	FSF	100	103,281	Vacant	No Change		N
Teacher - Elementary	Elementary	NG	0	Title I Part A	0	0	Lilly, Tulani	No Change	71739	N
Teacher - Elementary	Elementary	NG	1	FSF	100	83,593	Lilly, Tulani	No Change	71739	N
Teacher - Elementary	Elementary	NG	.45	FSF	45	37,617	Daugherty, Rachel Marie	No Change	73844	N
Teacher - Elementary	Elementary	NG	.55	Title I Part A	55	48,667	Daugherty, Rachel Marie	No Change	73844	N
Teacher - Elementary	Elementary	3rd Grade	1	FSF	100	113,066	Lynch, Amy Maureen	No Change	31483-6	N
Teacher - Elementary	Elementary	K	1	ARP ESSER	100	110,168	Martinez, Alexis L	No Change	66628	N
Teacher - Elementary	Elementary	NG	1	FSF	100	103,281	Vacant	No Change		N
Teacher - Elementary	Elementary	NG	1	FSF	100	92,929	Taylor, Janell Monica	No Change	74387	N
Teacher - Elementary	Elementary	1st Grade	1	FSF	100	109,434	Essl, Megan Katherine	No Change	63929	N
Teacher - Elementary	Elementary	NG	1	FSF	100	92,929	Lueck, Beth Louise	No Change	65568-7	N
Teacher - Elementary	Elementary	NG	1	FSF	100	85,545	Walker, Domanick Labarn	No Change	63990	N
Teacher - Elementary	Elementary	2nd Grade	1	Title I Part A	100	113,861	Humphrey, Alicia Micheal	No Change	64097-7	N
Teacher - Elementary	Elementary	NG	1	FSF	100	128,229	Owens, Matthew S	No Change	49621	N
Teacher - Elementary	Elementary	NG	1	Title I Part A	100	90,702	Tyler, Tiara Janee	No Change	69881	N
Teacher - Elementary	Elementary	NG	1	FSF	100	121,383	Rogers, Katherine D	No Change	34938	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Teacher - Elementary	Not Applicable	NG	1	Title I Part A	100	110,851	Vacant	No Change		N
Teacher - Elementary	Physical Education - Elementary	NG	1	FSF	100	103,281	Vacant	No Change		N
Teacher - ESOL	English as a Second Language	NG	1	FSF ESOL Locked	100	103,178	Clark, William	No Change	75530	Y
Teacher - ESOL	English as a Second Language	NG	1	FSF ESOL Locked	100	103,178	Ndati, Esther	No Change	54186-4	Y
Teacher - Pre-K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	109,732	Vacant	No Change		Y
Teacher - Pre-K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	109,732	Sufrin, Sandra F L	No Change	62028	Y
Teacher - Pre-K	Early Childhood - Pre-Kindergarten	NG	1	FSF Pre-K Locked	100	109,732	Henson, Charlene White	No Change	54990-2	Y
Teacher - Secondary	English	NG	1	Title I Part A	100	88,485	Isaacs, Corey	No Change	71639	N
Teacher - Secondary	English	NG	1	FSF	100	116,260	Thomas-Pennie, Cara Melissa	No Change	51011-4	N
Teacher - Secondary	Intervention	NG	1	ARP ESSER	100	112,621	Vacant	No Change		N
Teacher - Secondary	Mathematics	NG	.05	FSF	5	5,242	Vacant	No Change		N
Teacher - Secondary	Mathematics	NG	.95	Title I Part A	95	106,990	Vacant	No Change		N
Teacher - Secondary	Mathematics	NG	1	ARP ESSER	100	90,702	DeJarnett, Hanna	No Change	74336	N
Teacher - Secondary	Science - Biology	NG	1	FSF	100	81,695	Thomas, EMoni Shaela	No Change	74096	N
Teacher - Secondary	Science - General Science	NG	1	FSF	100	78,065	Dickerson, Laurreta Latrese	No Change	74558	N
Teacher - Secondary	Social Studies - General Social	NG	1	FSF	100	123,946	Yorkshire, Sheri M	No Change	35149	N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
	Studies									
Teacher - Secondary	Social Studies - General Social Studies	NG	1	FSF	100	96,178	Patterson, Dontae Jarrod	No Change	68970	N
Teacher - Secondary	Social Studies - General Social Studies	NG	1	FSF	100	99,429	Mathews, Douglas John	No Change	60558-2	N
Teacher - Special Education	Special Education - Grades 1 - 8	NG	1	FSF SWD Unlocked	100	105,138	Stewart London, Chermaine Ceclia Desiree	No Change	66503	N
Teacher - Special Education	Special Education - Grades 1 - 8	NG	1	FSF SWD Unlocked	100	105,138	Hastings, Edward Alden	No Change	52427-13	N
Teacher - Special Education	Special Education - Grades 6 - Adult	NG	1	FSF SWD Unlocked	100	105,138	Rollins, Philicia Laverne	No Change	61328	N
Teacher - Special Education	Special Education - Grades 6 - Adult	NG	1	FSF SWD Unlocked	100	105,138	Barnes, Wanda Michelle	No Change	54798-16	N
Teacher - Special Education	Special Education - Life Skills	NG	1	FSF SWD Locked	100	105,138	So, Grace Marie Acera	No Change	56492-2	Y
Teacher - Special Education	Special Education - Life Skills	NG	1	FSF SWD Locked	100	105,138	Mendoza, Angelina P	No Change	47893	Y
Teacher - Special Education	Special Education - Self Contained	NG	1	ARP ESSER	100	84,238	Simpson, Kristopher William	No Change	60012-2	N
Teacher - Special Education	Special Education - Self Contained	NG	1	FSF SWD Unlocked	100	105,138	Curry, Amber Nicole	No Change	74699	N
Teacher - Special Education	Special Education - Self	NG	1	FSF SWD	100	105,138	Whitaker, Cherylene Lorraine	No Change	41921	N



Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
	Contained			Unlocked						
Teacher - Special Education	Special Education - Self Contained	NG	1	FSF SWD Unlocked	100	105,138	Dimaranan, JacintaEllen Abalon	No Change	69734	N
Team Support Paraprofessional	Not Applicable	NG	1	FSF SWD Unlocked	100	60,636	Thomas, Tina	No Change	48877	N

**Vacancy**

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Assistant Principal			1	FSF	100	149,945				N
Educational Associate/10mth			1	ARP ESSER	100	161,371				N
Educational Associate/10mth			1	ARP ESSER	100	136,836				N
Educational Associate/10mth	English		1	ARP ESSER	100	133,784				N
Educational Associate/10mth	Mathematics		1	ARP ESSER	100	159,088				N
Guidance Counselor			.5	FSF	50	53,631				N
Guidance Counselor			.5	CPG Per-Pupil	50	57,687				N
Library Media Specialist			.5	FSF	50	60,656				N
Library Media Specialist			.5	CPG Per-Pupil	50	65,667				N
Paraeducator			1	FSF	100	63,420				N
Paraeducator			1	FSF	100	63,420				N
Paraeducator			1	FSF	100	63,420				N
Paraeducator			1	FSF	100	63,420				N

Job Title	Subject Taught	Grade	Fte	Fund Source	Dist Pct	Position Cost	Employee Name	Employee Status	Emp Assign #	Locked Status
Social Worker	Social Work		.5	FSF	100	61,589				N
Teacher - Elementary			1	FSF	100	103,281				N
Teacher - Elementary			1	FSF	100	103,281				N
Teacher - Elementary			1	FSF	100	103,281				N
Teacher - Elementary	Drama/Theater		1	CPG Per-Pupil	100	110,851				N
Teacher - Elementary	Music - Elementary Vocal		1	FSF	100	103,281				N
Teacher - Elementary	Physical Education - Elementary	Pre K-8	.5	FSF	100	51,641				N
Teacher - Secondary	Foreign Language - Spanish	Pre K-8	1	CPG Per-Pupil	100	112,621				N
Teacher - Special Education			.39	FSF	39	41,004				N
Teacher - Special Education			.61	FSF SWD Unlocked	61	64,134				N