

Midland Independent School District
South Elementary
2018-2019 Campus Improvement Plan



Mission Statement

South Elementary will target continuous growth for all.

Vision

South Elementary will target continuous growth for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Elementary is an elementary campus located in the south side of Midland. The campus serves approximately 570 students in grades prekindergarten through sixth including at least one bilingual class per grade level. The student population consists of students that live in the South neighborhood as well as a considerable number of students who live in rural areas and ride a bus to and from school. Specialized classes include two pre-kindergarten life skills classrooms. South Elementary demographics are as follows: African American – 8%, Hispanic – 87%, White – 5%, LEP – 30%, Spec Ed – 7%, Economically Disadvantaged – 89%. Student demographics have changed in the last few years with an increase of the African American population and a decrease of the White population. Daily Attendance rate was at approximately 95.4%.

Demographics Strengths

Most grade levels are made up of a diverse group of teachers, many of our teachers are bilingual and are able to communicate with non-English speaking parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: South Elementary has not met standard in state accountability system the last four years consecutively. The Economically Disadvantaged and African American student groups are the lowest performing groups. **Root Cause:** Curriculum essential standards have not been consistently taught to mastery.

Student Academic Achievement

Student Academic Achievement Summary

South Elementary is in its 5th year of Improvement Required status. Academic performance has fluctuated from year to year with a steep decline the past year. 6th grade math and 3rd grade Spanish math and reading STAAR scores showed significant increases the past year. South Elementary received a Met Standard rating in Index 4 in 2017. Indices 1, 2, and 3 received Improvement Required Ratings.

School Processes & Programs

School Processes & Programs Summary

South Elementary serves Pre-Kindergarten through 6th grades. We have a bilingual program for eligible students in Kinder through 6th grades. In addition, we have three instructional specialists and a reading specialist who provide professional development to teachers on an ongoing basis. They also provide small group instruction to students with academic needs. We offer special education and speech services to eligible students.

School Processes & Programs Strengths

We offer a variety of educational settings to meet the individual needs of our students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 51% to 69% by the end of school year 2018-2019.

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation measures will increase incrementally from 51% to 78% by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: F&P Results (December 2018 and May 2019)

Monthly Istation Results

Weekly Running Records







Classroom Walk-through Weekly Data

Collaborative Meeting Agendas and Minutes

6 Wk Planning Cycle Products

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Classroom teachers will utilize the Fountas and Pinnell guided reading system during small group reading instruction.</p> <p>2) Classroom teachers will utilize Reading A-Z resources to complement reading instruction.</p> <p>3) A reading specialist will provide small group reading intervention to students in grades K-2 who test in the "critical intervention" range in Istation.</p> <p>4) Teachers will participate in weekly collaborative meetings to disaggregate assessment data, develop CFAs, and develop intervention/enrichment lessons. An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>5) Instructional specialist will deliver Guided Reading Professional Development to K-2 reading teachers.</p> <p>6) After school tutorials and Saturday academies will be offered.</p>	All Stakeholders	<p>Increased number of students reading on grade level</p> <p>Increased number of students who make progress in their reading proficiency</p> <p>Increased teacher capacity in the area of guided reading and reading intervention</p>				
<p>Funding Sources: 211 Title 1 - 70000.00, Grants - 15000.00</p>						
<p>2) 1) A Title I K-2 Instructional specialist will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning as job-embedded professional development.</p> <p>2) Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>3) Classroom teachers will receive specialized assistance from the reading specialist and Title I instructional specialist during weekly collaborative meetings to disaggregate assessment data, develop CFAs, and develop intervention/enrichment lessons.</p> <p>4) Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of campus turnaround initiatives. K-2 Team leaders will receive a yearly stipend (\$1,000).</p>	All Stakeholders	<p>Increased number of students reading on grade level</p> <p>Increased number of students who make progress in their reading proficiency</p> <p>Increased teacher capacity in the area of guided reading and reading intervention</p>				
<p>Funding Sources: Other - 85000.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 51% to 69% by the end of school year 2018-2019.

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 57% to 80% by the end of school year 2018- 2019.

Evaluation Data Source(s) 2: F&P Results (December 2018 and May 2019)

- Monthly Istation Results
- Weekly Running Records
- Classroom Walk-through Weekly Data
- Collaborative Meeting Agendas and Minutes
- 6 Wk Planning Cycle Products

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Classroom teachers will utilize the Fountas and Pinnell guided reading system during small group reading instruction. 2) Classroom teachers will utilize Reading A-Z resources to complement reading instruction. 3) A reading specialist will provide small group reading intervention to students in grades K-2 who test in the "critical intervention" range in Istation. 4) Teachers will participate in weekly collaborative meetings to disaggregate assessment data, develop CFAs, and develop intervention/enrichment lessons. An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year. 5) Instructional specialist will deliver Guided Reading Professional Development to K-2 reading teachers. 6) After school tutorials and Saturday academies will be offered.	All Stakeholders	Increased number of students reading on grade level Increased number of students who make progress in their reading proficiency Increased teacher capacity in the area of guided reading and reading intervention				
Funding Sources: 211 Title 1 - 70000.00, Grants - 15000.00						

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 51% to 69% by the end of school year 2018-2019.

Performance Objective 3: The percentage of Pre-Kindergarten students producing 40 letter sounds on a district checkpoint will increase from an expected performance of 72% to 81% by the end of school year 2018-2019 school year.

Evaluation Data Source(s) 3: Results from Early Development Instrument
 Classroom Walk-through Weekly Data
 Monthly District PK Collaborative Meeting Agendas and Minutes

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) South PK Teachers will participate in all District PK professional development and collaboratives and will implement all teaching strategies accordingly. South PK teachers will assist with kindergarten transition activities for PK students .</p>	All Stakeholders	Increased student academic readiness entering kindergarten.				
Funding Sources: Other - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) South PK teachers will provide students with rich-language opportunities to develop their oral language proficiency and overall communication skills by including the following activities in their daily schedule of structures and routines: Interactive read alouds Daily Opportunities for Pretend Play with classmates during center time Morning Calendar Meetings Daily Music Activities</p>	PK Teachers Admin	Increased communication skills and general knowledge				
Funding Sources: Grants - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) PK teachers will provide daily opportunities for students to increase their fine and gross motor skills by engaging them in multi-sensory activities in their daily schedule.</p>	PK Teachers, Admin	Increase fine and gross motor skills.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 51% to 69% by the end of school year 2018-2019.

Performance Objective 4: 85% of K-2 students will score at or above benchmark on the Texas Early Mathematics Inventory by the end of the 2018-2019 school year.

Evaluation Data Source(s) 4: End of Unit CFAs

Results from TEMI

Results from District Checkpoints

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will participate in weekly collaborative meetings to disaggregate assessment data, develop CFAs, and develop intervention/enrichment lessons. An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>2) A Title I K-2 Instructional specialist will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning as job-embedded professional development.</p> <p>3) Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>4) Classroom teachers will receive specialized assistance from a Title I instructional specialist during weekly collaborative meetings to disaggregate assessment data, develop CFAs, and develop intervention/enrichment lessons.</p> <p>5) Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of campus turnaround initiatives. K-2 Team leaders will receive a yearly stipend (\$1,000).</p> <p>6) After school tutorials and Saturday academies will be offered.</p>	All Stakeholders	<p>Increased number of students performing on grade level in math</p> <p>Increased number of students who make progress in math</p> <p>Increased teacher capacity in the area of math intervention</p>				
<p>Funding Sources: 211 Title 1 - 0.00</p>						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 38% to 70% by the end of school year 2018- 2019.

Performance Objective 1: The percentage of students on track to meet grade level on both reading and math district checkpoints by the end of the school year will increase to 65%.

- Evaluation Data Source(s) 1:** District Checkpoints
 Campus Formative Assessments
 Results from Campus Created Summative Benchmark
 Monthly Istation Results
 Monthly Imagine Math Results
 Classroom Walk-through Data Trends

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Campus Title I instructional specialists will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning cycles as job-embedded professional development.</p> <p>2) Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>3) Classroom teachers will receive specialized assistance from the Title I instructional specialists in data disaggregation, development of CFAs, and implementation of research based instructional strategies</p> <p>4) An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>5) Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of campus turnaround initiatives. Team leaders will receive a yearly stipend (\$1,000). A bilingual team leader will be utilized to guide and assist all and bilingual teachers with compliance and instructional issues - a \$1,000 yearly stipend will be paid.</p> <p>6) Teachers will utilize Spanish Motivation Reading, Writing, Science, and Math materials during whole and small group instruction to target instruction. Teachers will utilize Study Buddies en Espanol and learnpads to assist students with individual instructional plans.</p> <p>7) Students will utilize a variety of approved math and reading instructional resources including Lonestar math and reading, Motivation Reading, Math and Science, Reading A-Z.</p> <p>8) After school tutorials and Saturday academies will be offered.</p>	<p>All Stakeholders</p>	<p>Increased student achievement and performance in classroom, campus, district, and state assessments</p>				
<p>Funding Sources: Grants - 10000.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 38% to 70% by the end of school year 2018- 2019.







Performance Objective 2: The percentage of economically disadvantaged students on track to meet grade level on both reading and math district checkpoints by the end of the school year will increase to 60%.

Evaluation Data Source(s) 2: District Checkpoints

- Common Formative Assessments
- Results from Campus Created Summative Benchmark
- Monthly Istation Reports
- Monthly Imagine Math Results
- Classroom Walk-through Data Trends

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Campus Title I instructional specialists will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning cycles as job-embedded professional development.</p> <p>2) Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>3) Classroom teachers will receive specialized assistance from the Title I instructional specialists in data disaggregation, development of CFAs, and implementation of research based instructional strategies</p> <p>4) An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>5) Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of campus turnaround initiatives. Team leaders will receive a yearly stipend (\$1,000). A bilingual team leader will be utilized to guide and assist all and bilingual teachers with compliance and instructional issues - a \$1,000 yearly stipend will be paid.</p> <p>6) Teachers will utilize Spanish Motivation Reading, Writing, Science, and Math materials during whole and small group instruction to target instruction.</p> <p>7) Students will utilize a variety of approved math and reading instructional resources including Lonestar math and reading, Motivation Reading, Math and Science, Reading A-Z.</p> <p>8) After school tutorials and Saturday academies will be offered.</p>	<p>All Stakeholders</p>	<p>Increased student achievement and performance in classroom, campus, district, and state assessments</p>				
<p>Funding Sources: Grants - 5000.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 38% to 70% by the end of school year 2018- 2019.







Performance Objective 3: The percentage of students on track to master grade level on both reading and math district checkpoints by the end of the school year will increase from 5% to 13%.

Evaluation Data Source(s) 3: District Checkpoints

- Common Formative Assessments
- Results from Campus Created Summative Benchmark
- Monthly Istation Results
- Monthly Imagine Math Results
- Classroom Walk-through Data Trends

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p>1) Campus Title I instructional specialists will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning cycles as job-embedded professional development.</p> <p>2)Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>3) Classroom teachers will receive specialized assistance from the Title I instructional specialists in data disaggregation, development of CFAs, and implementation of research based instructional strategies</p> <p>4)An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>5)Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of the TNTP initiatives. Team leaders will receive a yearly stipend (\$1,000).</p> <p>A bilingual team leader will be utilize to guide and assist all and bilingual teachers with compliance and instructional issues - a 2,000 yearly stipend will be paid.</p> <p>6)Teachers will utilize Spanish Motivation Reading, Writing, Science, and Math materials during whole and small group instruction to target instruction. Teachers will utilize Study Buddies en Espanol and learnpads to assist students with individual instructional plans.</p> <p>7)Students will utilize a variety of approved math and reading instructional resources including Lonestar math and reading, Motivation Reading, Math and Science, Reading A-Z.</p> <p>8) After school tutorials and Saturday academies will be offered.</p>	<p>All Stakeholders</p>	<p>Increased student performance at the masters level</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 38% to 70% by the end of school year 2018- 2019.

Performance Objective 4: The percentage of students in grades 3-6 who score on or above grade level in reading (utilizing iStation & F & P) and score proficient or advanced in math (utilizing Imagine Math) will increase by 10% points by the end of school year 2018.

Evaluation Data Source(s) 4: Monthly Istation Results
 F & P BOY, MOY, EOY Results
 Monthly Imagine Math Results

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Campus Title I instructional specialists will guide horizontal and vertical 6-week Curriculum Instruction and Assessment (CIA) planning cycles as job-embedded professional development.</p> <p>2)Substitute teachers will be employed every six weeks to ensure teachers are able to participate in CIA planning every six weeks.</p> <p>3) Classroom teachers will receive specialized assistance from the Title I instructional specialists in data disaggregation, development of CFAs, and implementation of research based instructional strategies</p> <p>4)An outside PLC coach (Solution Tree) will come in to work with collaborative teams a minimum of three times per year.</p> <p>5)Grade level team leaders will filter all information from biweekly leadership meetings to grade level teams and will assist with implementation of campus turnaround initiatives. Team leaders will receive a yearly stipend (\$1,000). A bilingual team leader will be utilize to guide and assist all and bilingual teachers with compliance and instructional issues - a \$1,000 yearly stipend will be paid.</p> <p>6)Teachers will utilize Spanish Motivation Reading, Writing, Science, and Math materials during whole and small group instruction to target instruction. Teachers will utilize Study Buddies en Espanol and chromebooks to assist students with individual instructional plans.</p> <p>7)Students will utilize a variety of approved math and reading instructional resources including Lonestar math and reading, Motivation Reading, Math and Science, Reading A-Z.</p> <p>8)After school tutorials and Saturday academies will be offered.</p>	<p>All Stakeholders</p>	<p>Increased student achievement and performance in classroom, campus, district, and state assessments</p> <p>Increased teacher capacity in the area of curriculum, instruction, and assessment</p>				
<p>Funding Sources: 211 Title 1 - 120000.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 1: All campus staff will implement all of the Midland ISD Instructional Expectations for 2018-2019.

Evaluation Data Source(s) 1: Team Collaborative Agendas and Minutes
 PLC Rubric Results (BOY, MOY, EOY)
 6 Week Planning Cycle Products, Agendas and Minutes
 Classroom Walk-through Data Trends

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p>	All Stakeholders	Increased Teacher Capacity Increased Parental Involvement Increased Student Attendance				
<p>1) The campus will fund two Title I instructional specialists to assist with the implementation of professional learning communities, 6-week planning curriculum, assessment and instruction cycles, positive behavior intervention systems (task forces - morning assembly, hallways, restrooms/standard attire, dismissal, cafeteria.</p> <p>2) Campus instructional specialists will co-teach and model lesson using a research based lesson delivery model.</p> <p>3) Campus instructional specialists will assist with teacher and student data goal setting and tracking.</p> <p>4) Campus instructional specialists will monitor and assist with refinement of guided reading implementation in grades K-5.</p> <p>5) The instructional specialist will deliver professional development in the areas of classroom environment and guided reading.</p> <p>6) Solution Tree consultants will come in to assist with refinement of implementation of professional learning communities .</p> <p>7) The campus will identify a leadership team composed of a grade level and special area team leaders to assist with implementation of TNTP and team leaders will receive a \$1000.00 stipend per year.</p> <p>8) The campus will employ a parent liaison to assist with parental involvement activities to include but not limited to parent public meetings, PTA meetings, math and reading nights, community engagement activities such as student mentoring program, the counselor will serve and the bilingual parent liaison A \$1000.00 stipend will be paid to bilingual parent liaison.</p> <p>9) Campus parent liaisons will conduct campus visits as needed to assist with truancy.</p>		<p>Funding Sources: 211 Title 1 - 20000.00, Grants - 40000.00, Donations - 0.00</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State Compensatory

Personnel for South Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Irene Coggins	Reading Interventionist		

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Johnson	Instructional Specialist		
Berenice Ramirez Caro	Instructional Specialist		
Kaylee Korell	Teaching Assistant		

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Juan Dominguez	
Assistant Principal	Aleida Arzate	
Counselor	Marissa Contreras	
Title I Instructional Specialist	Berenice Ramirez	
Title I Instructional Specialist	Alicia Johnson	
Parent	Carla Lozano	
Classroom Teacher	Leeann Higginbotham	
Classroom Teacher	Laura Aguero	
Classroom Teacher	Kristine Gonzalez	
Classroom Teacher	Marleen Elliot	
Classroom Teacher	Kevin Machuca	
School PE/Coach	Andres Rodriguz	
Fine Arts Teacher	Sabrina Portillo	
Classroom Teacher	Debby Belloc	
Classroom Teacher	Linda Garza	
Classroom Teacher	Juan Vela	

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$70,000.00
1	2	1			\$70,000.00
1	4	1			\$0.00
2	4	1			\$120,000.00
3	1	1			\$20,000.00
Sub-Total					\$280,000.00
Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	2	1			\$15,000.00
1	3	2			\$0.00
2	1	1			\$10,000.00
2	2	1			\$5,000.00
3	1	1			\$40,000.00
Sub-Total					\$85,000.00
Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$70,000.00
1	1	2			\$15,000.00
1	3	1			\$0.00

	Sub-Total	\$85,000.00
	Grand Total	\$450,000.00