

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2018-2019 Campus Improvement Plan



Mission Statement

- We, the staff of Stephen F. Austin Elementary, accept the responsibility for providing a safe, orderly environment for learning.
- We believe in every student's ability to learn and realize success. In order to educate the "whole child," we will implement well-balanced educational curriculum that will help each child function in our multi-cultural society.
- We developed this mission based on the following beliefs:
 - All children can learn.
 - All children are unique.
 - All children desire and need a secure environment.
 - All children need opportunities to learn and be successful.

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

Stay committed to being positive and reflective looking within for ways to improve.

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help all students reach their highest potential.

Engage in professional development and professional learning communities to improve student learning and success.

Hold high expectations for student achievement and engage them in meaningful academic experiences while using time effectively and efficiently.

Build relationships with students, parents, colleagues and the community.

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2018

Demographics

Demographics Summary

- Austin Elementary serves 760 students
- 252 LEP students, 105 students in the Gifted & Talented program, 57 students identified for 504 services, 37 receiving Dyslexia services, 72 receiving Special Education services. 70% of the campus population is considered to be economically disadvantaged
- An RTI Committee meets to address our student needs
- Recruit an additional PIE (Partner in Education) to help provide resources for attendance incentives due to the illness of PIE Representative

Demographics Strengths

- Low migrant rate (0.26%)
- Low withdrawal rate for homeschooling (2 students) and private schools (0)
- Average class size of 22
- Consistently high attendance rates for 2017 (96.64%) and 2016 (96.84%)
- Texas First Bank (Partner in Education) provides incentives throughout the year for individual perfect attendance
- The mobility at SFA in 2016-17 is 16.2%. that means our stability rate is 83.8.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus needs to continue to focus on improving attendance in all grades, with additional efforts for students in Pre-K and Kindergarten. **Root Cause:** Hurricane Harvey impacted campus attendance for the school year.

Student Academic Achievement

Student Academic Achievement Summary

- According to our analysis of student for the school year, we have concluded that our campus implements many interventions to meet the needs of all sub-populations. Although these interventions were inclusively successful, we know our ELLs have a lower passing percentage across the board. Our ELLs count towards our Hispanic population, special education, and economically disadvantaged.
- The current interventions that are in place to support students who are not successful are reading and math tutorials, Imagine Learning, ALT, and small group instruction during class time. When students are absent, teachers have an individual systematic way to reteach skills. Educators use ALT time to work with students who did not meet expectations and goals of CFAs, CBAs, and benchmarks. Teachers utilize this time to focus on and fill in any gaps that were causes of students not meeting goal expectations.
- In order to meet the needs of all of our students, grade levels meet once a week during PLC meetings to discuss strengths and weaknesses. We assess the students' strengths and weaknesses and determine how they will be serviced, monitored and evaluated through data that we collect throughout the year. This data includes CBAs, Benchmarks, and previous standardized test scores, common formative assessments and summative assessments.
- Currently, we have a dyslexia specialist who works with students. Other 504 and Special Education students are supported by teacher staff complying with their individual IEP and accommodations. We routinely discuss their progress and any concerns with the Special Education specialist as well as when we meet for ARD's and 504 meetings.
- As a campus our strengths include teacher weekly team meeting and planning as well as analyzing the data to identify the student's needs by completing the PLC protocol documents. Eduphoria is a data program that allows us to analyze students to help with program implementation. Guided reading time is provided daily to help K-2 students to meet their needs. Kagan strategies are being used through all different grade levels to focus on student talk and learning objectives to engage students in meaningful learning.

Student Academic Achievement Strengths

- Weekly Team Meetings and Planning
- Data Analysis to identify student needs by using Assessment data and PLC Protocol
- ALT Time dedicated to TEKS remediation
- CIS Planning and Modeling with math teachers
- Eduphoria is helpful with data management.
- Guided Reading time daily in grades K-2 and introduction to chapter books in 1st grade
- Waterford utilized in grades Pre-K – 1st daily and with some RTI students.
- Kagan Training has been provided and is used in grades 2nd – 5th

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELLs, Special Education and Economically Disadvantaged students need more support during the day from teachers to continue development of their academic language. **Root Cause:** Students continue to lack the academic skills that are needed to be successful on state exams and district curriculum assessments.

School Processes & Programs

School Processes & Programs Summary

- We used STAAR data, Universal Screener data, and curriculum document as the basis for our discussion. We looked at each STAAR tested subject individually for strengths, weaknesses, problems, and suggestions. We used this data to guide our discussion about the campus instructional practices and curricular resources.
- The district only hires Highly Qualified teachers.

School Processes & Programs Strengths

- Teachers at Austin Elementary are willing to mentor and support new, new to content area or grade level, or less experienced teachers.
- Teachers research new ways to present content for students to better understand materials.
- Teachers offer creative ideas to help all students learn and are willing to look beyond their classroom or content area for ways to help the campus grow.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are missing or misunderstanding key academic vocabulary. Students struggle to verbalize their thinking. **Root Cause:** We aren't planning with vertical teams to ensure continuity from one grade level to the next. Teachers need to model their academic thinking in complete thoughts and hold students accountable to learn and use this skill

Problem Statement 2: Practice of the writing process and daily grammar practice across all grade levels are not part of the scope and sequence of our curriculum. **Root Cause:** We aren't planning in vertical teams to ensure teachers have appropriate resources and ensure students are exposed to grade level appropriate skills on a daily basis.

Perceptions

Perceptions Summary

- In review, SFA has a warm culture and climate.
- The campus survey results show that the students feel safe and welcome.
- It shows the teachers are prepared and that they care about the students.
- The students are very proud of being an Austin Alligator.

Perceptions Strengths

- SFA is a safe place with caring teachers.
- The students enjoy coming to school because they know they are cared about and loved by not only their teacher, but the entire faculty and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The level of involvement for teachers, parents and the community needs improvement. **Root Cause:** Busy families, working families, extracurricular activities, shift work, and parents not feeling a connection with the school/teacher due to lack of communication.

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
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals






Goal 1: Stephen F. Austin Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Stephen F. Austin Elementary will use the GCCISD grade level curriculum and the Scope and Sequence to plan and implement a well- balanced instructional program to ensure academic success for each child by achieving 90% mastery on their grade level assessments and exceeding the state average on STAAR.

Evaluation Data Source(s) 1: Results from STAAR, TELPAS, and district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement the Austin 2018-2019 STAAR Action plan and best practices learned in trainings such as Kagan (3rd-5th), Jeff Anderson and Bill McDonald and Writing Academy Writing Trainings, Rigor and Relevance, Marzano's High Yield Strategies to insure higher performance on STAAR and to increase percentage of students attaining the meets and mastery levels of achievement.</p>	2.4	Campus Administrators All Teachers	Increase in the number of students scoring at the "Meets" and "Mastery" levels, in all subject areas, on the spring administration of STAAR.			
Funding Sources: Local Funds - 1500.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide explicit and systematic phonics instruction in all K-5 Language Arts classrooms using our adopted Journey's series, Fountas and Pinnell, Project Read and Neuhaus. Provide additional phonics training to LA teachers and paraprofessional staff.</p>	2.4	Campus Administrators Teachers	Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels			
Funding Sources: Local Funds - 3300.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide PLC period once a week for each grade level to meet with the principal, the CIS, and the At-risk Intervention Teacher, to build capacity in staff members through mini professional development and to explore curriculum and content to increase district test and STAAR "Meets" and "Mastery" performance levels with a specific focus on Math with the following sub groups: All Students Hispanic White E.L. Economically Disadvantaged Continuously Enrolled</p>	2.4	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
<p>Problem Statements: School Processes & Programs 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Use ALT time to have planned intervention and enrichment of TEKS in all STAAR tested areas in grades 3-5. In grades K-2 ALT will be used for TEKS practice and reading/math remediation. Provide small group tutoring for at-risk and below level students in grades K-5 during the school day based on data and availability of staff.</p>	2.6	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
<p>Funding Sources: Coordination of Local and State Funds - 23500.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 1: Students are missing or misunderstanding key academic vocabulary. Students struggle to verbalize their thinking. Root Cause 1: We aren't planning with vertical teams to ensure continuity from one grade level to the next. Teachers need to model their academic thinking in complete thoughts and hold students accountable to learn and use this skill</p>






Goal 2: Stephen F. Austin Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: All teachers will plan collaboratively in PLC teams and follow the district grade level curriculum/TEKS and scope and sequence for their subject matter.

Evaluation Data Source(s) 1: Results from STAAR and district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Each teacher will keep an updated data notebook which includes curriculum assessments and other campus/student data. The data is to be reviewed regularly in PLC meetings to identify student needs and address achievement gaps (especially for our targeted groups which are special education, economically disadvantaged and ELL) through the use of curriculum remediation, ALT, and in school and extended day tutorials.</p>	2.4	Campus Administrators Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
2) Identify special needs and accommodations (Spec. Ed., 504) of individual students and work collaboratively to ensure objectives and accommodations/modifications are met.		Campus Administrators	Austin Elementary will be in compliance with SPED, 504 students' accommodations/modifications throughout the year			
Funding Sources: Coordination of Local and State Funds - 200.00						
3) Implement consistent reading strategies as developmentally appropriate for students across all genres and encourage non-fiction reading. Reading teachers will require independent reading in the classroom and at home using accelerated reader (1st-5th) and/or reading logs (K) encouraging students to read beyond the minimum grade level expectation using incentives.	2.5	Campus Administrators Teachers Librarian	Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels			
<p>Critical Success Factors CSF 1</p> <p>4) Implement consistent vocabulary word walls in all subject areas to support all students with vocabulary acquisition, in particularly our ELL population.</p>	2.5	Campus Administrators Teachers	Austin Elementary will have at least a 5% increase in the number of ELL students who pass STAAR at the "Approaching", "Meets" and "Mastery" levels			
Funding Sources: Coordination of Local and State Funds - 300.00						

<p>Critical Success Factors CSF 1</p> <p>5) Implement consistent K-5 science instruction using content vocabulary and grade level TEKS while providing opportunity for hands-on learning and discovery using Scientific Minds.</p>	2.5	Campus Administrators Teachers	Austin Elementary will have at least a 5% increase in the number students passing STAAR at the "Approaching", "Meets" and "Mastery" levels			
<p>Problem Statements: School Processes & Programs 1</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:






<p>School Processes & Programs</p> <p>Problem Statement 1: Students are missing or misunderstanding key academic vocabulary. Students struggle to verbalize their thinking. Root Cause 1: We aren't planning with vertical teams to ensure continuity from one grade level to the next. Teachers need to model their academic thinking in complete thoughts and hold students accountable to learn and use this skill</p>
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Goal 3: Stephen F. Austin Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Attendance rate will be above 97% and students will be successful and have goals to complete their education.

Evaluation Data Source(s) 1: Student Success Team minutes and attendance reports

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Encourage excellent attendance (98% or higher) by charting attendance in each classroom and contacting a parent after the 2nd consecutive day out. Have a drawing each 6 weeks in each grade for a gift card to be awarded to a student and teacher with perfect attendance, recognize the 1st and 2nd place classes in each grade level with the highest attendance rate each 6 weeks. Recognize and reward individual students for accomplishing 100% attendance for the school year and award a bicycle to one boy and one girl. Incentives are provided by our PTO and our Partner in Education, Texas First Bank.	2.5	Campus Administrators Teachers CSSS	Austin Elementary will maintain a 97% or higher attendance rate each 6 weeks as evidenced by 6 weeks attendance reports			
2) Provide help to students in need by utilizing our Student Success Team and the help of our social worker.		Campus Administrators All Staff	The number of reoccurring students needs support will decrease by May 2018			
3) PK teachers will collaborate with Kinder teachers to ensure successful transition. Provide Kindergarten round up for incoming Kinder students and a Parent Night prior to the start of school. Collaborate with feeder pattern schools in order to ensure success of our 5th grade students moving to Junior School.		Campus Administrators Counselor CSSS Pre-K Teachers Kindergarten Teachers 5th Grade Teachers	Austin Elementary will see a higher percentage of students completing registration correctly			
4) Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week, having college shirt day every Thursday to remind students about the importance of high school and college attendance, and create other grade level opportunities that encourage college and career goals.		Campus Administrators Counselor CSSS Teachers	Student awareness of college and careers will increase			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Stephen F. Austin Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Stephen F. Austin Elementary will maintain high expectations toward a safe and structured environment including positive student behavior and elevated morale for all students and staff.

Evaluation Data Source(s) 1: Review of 360 reports, student, parent, and teacher district surveys, and grade level discipline plans

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) As part of our Positive Behavior Management System, teachers will use Review 360 to record classroom behaviors requiring demerits or detention and office referrals for all students at Stephen F. Austin allowing us to accurately identify and track behaviors and where they occur.		Campus Administrators Counselor Teachers	Behavior incidents will decrease			
2) All teachers will directly teach and consistently monitor the S.F.A Behavior Expectations (updated by our PBIS team) and procedures during the first six weeks of school and reinforce these rules throughout the school year. Emphasis will be on appropriate classroom, hallway, and cafeteria behavior.		Campus Administrators Counselor Teachers	Behavior incidents will decrease			
3) Grade level teams will have a coordinated and consistent discipline plan that encourages positive SFA behavior.		Campus Administrators Teachers	The number of office referrals will decrease by 10% by May 2018			
4) Provide guidance and bullying lessons and Olweus curriculum and guidance counselor lessons that address the social needs of our students.		Campus Administrators Counselor Teachers	The number of office referral pertaining to bullying will decrease by 10% by May 2018			
5) Teach students to utilize the Gators Against Bullying website to self refer incidents of alleged bullying to the counselor. Parents will be informed about the website as a tool to help with anti-bullying tips and suggestions.		Campus Administrators Counselor All Staff	The number of office referral pertaining to bullying will decrease by 10% by May 2018			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Stephen F. Austin Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Attract highly effective teachers.

Evaluation Data Source(s) 1: District Hiring Report, Staff Development Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure campus personnel decision makers are available during peak recruiting/hiring times.		Principal	Campus submits staffing assignments by June 25			
2) Encourage and solicit teachers to add subject area certifications.		Principal Teachers	Austin Elementary will have 100% highly effective teachers			
3) Encourage all teachers to become ESL and GT certified.		Principal Teachers	Austin will see an increase in the number of teachers with ESL and GT certification			
						

Goal 6: Stephen F. Austin Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Stephen F. Austin faculty will participate and support our staff, PTO, Partner in Education and other businesses to provide opportunities and experiences that enhance our student achievement and parental involvement.

Evaluation Data Source(s) 1: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5</p> <p>1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p>	3.1	CSSS	Increase in parent participation			
<p>2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p>	3.2	Campus Administrators Teachers CSSS Campus Instructional Specialist	Austin Elementary will have an increase in parent participation			
Funding Sources: Coordination of Local, State, and Federal Funds - 500.00						
<p>Critical Success Factors CSF 5</p> <p>3) Utilize campus website, austingators.com, School Messenger, Gator Vision, Gatortales, and Austin Updates to inform students, staff and the public of important school information and activities and to enhance the school/community partnership.</p>		Campus Administrators Counselor Webmaster CSSS Teachers	Parents and staff will always be informed of activities and important school information as evidenced by parent participation in school activities and events			
<p>4) Emphasize independent reading (Accelerated Reader, Battle of the Books Jr.) and math fact fluency through grade level initiatives that include an at home partnership.</p>		Campus Administrators Teachers	Austin Elementary will see an increase in Accelerated Reader points earned by students Students' fact fluency will increase as evidenced by the Animal Facts program			

5) Support our PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend all meetings and include student performances or recognition at all meetings.		Campus Administrators Teachers	The PTO participation will increase			
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= Accomplished



= Considerable



= Some Progress



= No Progress




= Discontinue

Goal 7: Stephen F. Austin Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Stephen F. Austin teachers will use technology in their classrooms and attend staff development to increase their knowledge.

Evaluation Data Source(s) 1: Staff development reports, Lesson Plans, and Observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase the use of technology in the classroom and library, to introduce, practice, and reinforce the TEKS (ex. Edusmart, Active Inspire, Pearson's Math and Science, Brain Pop, United Streaming, Waterford, Reasoning Mid, Kurzwell, Google Drive, A-Z Reader, Accelerated Reading, Edmodo, Think Through Math, Study Jams, Spelling City, Book Flix, Imagine Learning, Tumble Books, Peeble Go, Maps 101, Go Noodle, Cog Med, Fast Forward)		Campus Administrators Librarian Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
<p>Critical Success Factors CSF 1</p> 2) Utilize laptops/I-PADS in the classrooms and student response tools to maximize learning.	2.4	Campus Administrators Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
<p>Critical Success Factors CSF 6 CSF 7</p> 3) Provide continuous campus technology trainings and encourage teachers to increase their proficiency by earning digital badges.		Campus Administrators Teachers	There will be an increase of technology usage by students and teachers			
						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle Duhon	Principal
Classroom Teacher	Maria Borrego	Teacher
Classroom Teacher	Dana Loria	Teacher
Classroom Teacher	Evah Leigh Primeaux	Teacher
Classroom Teacher	Carlos Ojeda	Teacher
Classroom Teacher	Trisha Rojas	Teacher
Classroom Teacher	Charlise Cunningham	Teacher
Classroom Teacher	Tiffany Coffman	Teacher
Community Representative	Mary Jane Ethridge	Community
Parent	Lauren Till	Parent
Business Representative	Rosa Cuellar	Business

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development		\$1,500.00
1	1	2	Training costs		\$3,300.00
Sub-Total					\$4,800.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials and supplies for parent academic sessions	Title I, Part A	\$500.00
Sub-Total					\$500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for tutors	SCE Funds	\$23,500.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$200.00
2	1	4	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
Sub-Total					\$24,000.00
Grand Total					\$29,300.00