Goose Creek Consolidated Independent School District

Ross S. Sterling High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

Sterling High School provides the opportunity for all students to achieve their maximum potential so that they may grow academically and socially in a rigorous yet caring learning environment

Vision

Sterling High School has a vision that all students will have the opportunity to earn AP credit, Dual Credit, and/or CTE certifications.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during May 2019 through the campus teams and campus Instructional Leadership Team. The following was acknowledged and determined:

Over the past three years, our data shows that there has been a 5% increase in our Hispanic population from 50% to 55%. The student population for African American and White students has decreased 3%. The Asian population is consistently around 2%.

Ross S. Sterling High School also has students identified as At Risk, Migrant, Special Education, Section 504, Gifted and Talented, and English Language Learners. Our economically disadvantaged population has only decreased 4% during the 2016-2017 school year, but due to rezoning it is at a three year high of 58%. English Language Learners increased from 5.3% to 8% over the past three years. Our At Risk population has grown 7% over the past three years from 36% to 43%. Our Special Education population has maintained a three year average of 10%.

After reviewing the campus data and TEA reports, our teacher demographics are about 16% African American, 9% Hispanic, 72% White, 2% Asian, and 1% Two or more races in 2018. Comparatively, our students are 15% African American, 56% Hispanic, 25% White, 2% Asian and 2% Two or more races. Our student population maintains a 50/50 split between males and females, but our staff is 60% female and 40% male.

Sterling High School has a highly qualified and experienced staff with an average of eleven years of teaching experience, as well as, 26% of the staff holding Master's degrees in various content areas. Sterling maintains a strong employee retention rate of 85%.

Demographics Strengths

Drop out rates at RSS are decreasing due to an increase in support for students identified At-Risk. Edgenuity and Attendance Recovery opportunities have increased for all students to allow students more opportunities to regain lost credit.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The success rate of English Language Learners on EOC exams is significantly lower than any other student population and has been

for several years. **Root Cause**: EL's can not keep up with the content because they are still struggling to understand language in the classrooms. They need added supports and structures in place to assist them with academic language and subject specific content comprehension.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during May 2019 through campus committees.

Index 1 and Index 2 for the 2017 and 2018 school year: Improvements were made in Algebra 1 and in the English EOCs. All sub-populations grew in all categories with the exception of ELs. We continue to see growth in mathematics, earning a TEA Distinction in 2017 for being eligible in 3 of 9 indicators: Greater than Expected Student Growth, EOC Algebra 1 Performance (Masters Grade Level), and Advanced/Dual Credit Course Completion Rate. Social Studies also earned a Distinction in 2017 for being eligible in 2 of 5 indicators: EOC U.S. History Performance (Masters Grade Level), and AP/IB Examination Performance. For the 2018-2019 school year, RSS earned distinctions in the areas of Math, Top 25% comparative growth, and a distinction in Postsecondary Readiness.

More support for ELs and Sp. Ed. students is needed to better close performance gaps in Index 3. ELs dropped in English and Algebra 1 EOCs over the last two-years. Sp. Ed. Students are under-performing on all EOC exams and there has not been a significant increase in growth.

In regards to Index 4, students need to work on improving test-taking strategies, particularly in the college entrance exams, such as, SAT, ACT, and AP.

Student Academic Achievement Strengths

Index 1 and Index 2 for the 2017 and 2018 school years: Improvements were made in Algebra 1 and in the English EOCs. All sub-populations grew in all categories with the exception of ELs. We continue to see growth in mathematics and social studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL and Sp. Ed. students are not showing significant growth on EOC exams. **Root Cause**: Teacher expectations towards students' academic potential in these sub-populations needs to be challenged.

Problem Statement 2: Students need to show more success on the college-entrance exams. **Root Cause**: The SAT, ACT, and AP exams consists of college level material. Students are used to taking teacher-made tests, which are inconsistent with the level of difficulty needed to prepare students for success on the college-entrance exams.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- We are increasingly meeting grade level standards as evident on the increase in all areas of the EOC exams and we are steadily increasing as a front runner in our comparison groups. However, there is still room for increased instructional improvement.
- Staff has expressed concern regarding cell phone and headphone use in the hallways, the doors remaining secured with students entering through the front, and ID badges being worn.
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School Processes & Programs Strengths

Strengths identified include improvements in accessibility of technology for students. Students and teachers have more iPads accessible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and staff safety is a concern when students do not wear id badges, and are utilizing cell phones and headphones in the hall. **Root Cause**: Teachers feel that inconsistency in discipline has led to student apathy with regard to id badges and cell phones.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during May 2019 through the campus teams and campus instructional leadership team. The following was acknowledged and determined:

- Staff, students, and parents are not satisfied with the new high school start time.
- Parents and staff both revealed dissatisfaction with volunteerism efforts and would like to see an increase in activities that involve parents.
- The staff would like to see more recognition for their efforts, as well as, for the students.
- The staff feels there is a lack of consistency among the administrative team in addressing behavior issues.

Perceptions Strengths

Students feel accepted and parents feel communication is often favorable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent volunteerism is viewed as problematic by staff and parents. **Root Cause**: There is no intentional process for recruiting or providing opportunities for parents to become involved.

Priority Problem Statements

Problem Statement 1: The success rate of English Language Learners on EOC exams is significantly lower than any other student population and has been for several years.

Root Cause 1: EL's can not keep up with the content because they are still struggling to understand language in the classrooms. They need added supports and structures in place to assist them with academic language and subject specific content comprehension.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ELL and Sp. Ed. students are not showing significant growth on EOC exams.

Root Cause 2: Teacher expectations towards students' academic potential in these sub-populations needs to be challenged.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Students need to show more success on the college-entrance exams.

Root Cause 3: The SAT, ACT, and AP exams consists of college level material. Students are used to taking teacher-made tests, which are inconsistent with the level of difficulty needed to prepare students for success on the college-entrance exams.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Parent volunteerism is viewed as problematic by staff and parents.

Root Cause 4: There is no intentional process for recruiting or providing opportunities for parents to become involved.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students and staff safety is a concern when students do not wear id badges, and are utilizing cell phones and headphones in the hall.

Root Cause 5: Teachers feel that inconsistency in discipline has led to student apathy with regard to id badges and cell phones.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

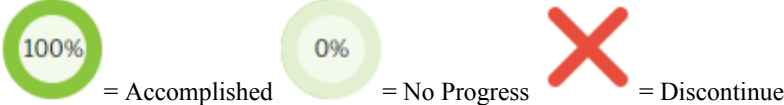- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 07, 2019

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Sterling High School will increase student achievement by monitoring student progress.

Evaluation Data Source(s) 1: STAAR Results, TELPAS Results

Summative Evaluation 1:

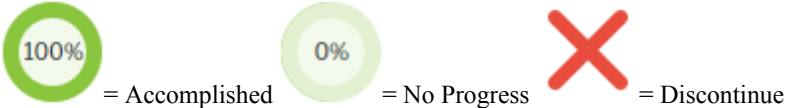| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Use remediation classes in Algebra 1, English 1-4, Biology, and US History grade at a ratio of 18 to 1 to help increase student understanding and close achievement gaps.	RSS Administrative Team	Increase in student achievement			
2) Use PLC time to review data and discuss best practices for our students, as well as, monitor overall student performance.	RSS Administrative Team	Increase in EOC passing rates			
3) Monitor gaps in achievement for academically fragile students through data meetings with teachers that are led by administrators and/or content specialists.	Principal Assistant Principals Core Content Specialists	Increase in EOC performance			
100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: Sterling High School will increase the percentage of students meeting Master's Level by at least 10% on all End of Course exams

Evaluation Data Source(s) 2: STAAR performance

Summative Evaluation 2:

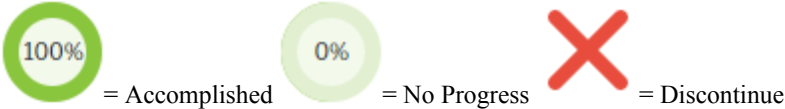| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will meet with students to set individual growth goals and monitor student progress through common formative assessments, benchmarks, and other forms of data.	RSS Administrative Team RSS Teachers	Increase in Meets and Master Level performance on EOC exams			
2) All Pre-AP and AP teachers will focus on their students achieving Master Level performance by using the appropriate questioning strategies, setting goals, and monitoring progress towards those goals.	RSS Administrative Team	Increase in EOC Master Level performance			
100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 1: Sterling High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 3: 100% of seniors at Sterling High School will be accepted to a two-year college, technical school, four-year college or military branch of service

    Evaluation Data Source(s) 3: Naviance data, Apply Texas data
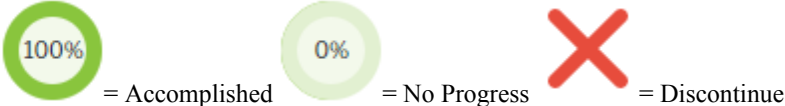
    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 100% of seniors at Sterling High School will complete the Apply Texas application	College/Career Counselor	Increase in Apply Texas report of seniors applying to a college, technical school or university			
2) Increase the percentage of students taking dual enrollment and advanced placement classes at Sterling High School	College/Career Counselor RSS Counselors	Increase Dual Enrollment/AP course offering report Dual Enrollment/AP student enrollment			
3) All seniors at Sterling High School will utilize the College/Career center to complete a comprehensive individualized postsecondary plan.	College/Career Counselor	All plans are on file Senior plans are completed by December 2017			
4) All juniors and seniors at Sterling High School will take at least one college preparation/entrance exam(ACT, SAT, PSAT, TSIA)	College/Career Counselor	Increase in scores as reflected on SAT, PSAT, ACT, TSIA reports			
5) Continue to offer the school day ACT to juniors with 16 or more credits.	Principal Academic Dean College/Career Counselor	Increase in ACT participation			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

Performance Objective 1: Sterling High School will continue to implement structures in order to actively monitor classroom instruction and student progress

  Evaluation Data Source(s) 1: STAAR performance, walk-through data

  Summative Evaluation 1:

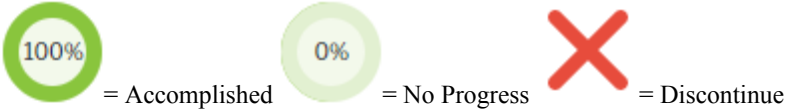| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) RSS Administrators will conduct a minimum of five walkthroughs a week.	Principal Academic Dean	Increase in student achievement			
2) EOC tested areas will evaluate common formative assessments in PLC meetings using a data analysis protocol in order to identify strengths, weaknesses, next steps and future goals	Academic Dean	Increase in identified strategies or focus Increase in scores			
3) Testing administrator will expedite procedures and protocols that ensure accuracy in ratings and verification for the TELPAS process.	Testing Coordinator Academic Dean	Increase in TELPAS and ratings			
4) ESL administrator will supervise and evaluate ESL team teachers.	Special Programs Administrator Academic Dean Principal	Increase in TELPAS scores			
5) Campus administration will work with the district ESL specialist to ensure staff is SI trained and understands TELPAS accountability.	Principal Special Programs Administrator	Increase in TELPAS scores and EOC scores			
100% = Accomplished 0% = No Progress ✖ = Discontinue					

Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

Performance Objective 2: Use the PLC process to establish the essential standards within the curriculum.

Evaluation Data Source(s) 2: PLC Agendas, Lesson plans

Summative Evaluation 2:

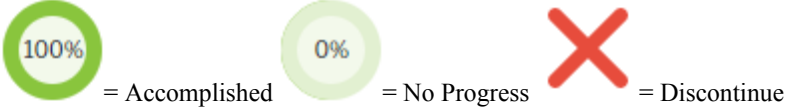| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) In PLC, teachers will discuss successful strategies, evaluate data, and plan interventions/extension activities.	RSS Administrative Team	Increase in EOC Scores and TELPAS scores			
2) Use district level coordinators and content specialist to provide continuous PLC focus on effective use of formative assessment to monitor student achievement.	Principal Academic Dean	Increase in EOC scores			
	100% = Accomplished	0% = No Progress	❌ = Discontinue		

Goal 2: Sterling High School will provide a well-balanced and appropriate curriculum to all students

Performance Objective 3: Sterling High School will ensure academic success for all students by closing the achievement gaps

Evaluation Data Source(s) 3: STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Based on common formative assessments and benchmark scores, implement a targeted intervention that provides intense support for students at risk of failing specific EOC exams.	RSS Administrative Team	Increase in Benchmark scores and attendance EOC scores			
2) Use a walk-through data analysis process to provide targeted instructional feedback to critical content areas.	RSS Administrative Team	Increase in EOC scores and TELPAS scores			
3) Teachers will gradually increase rigor on assignments to model EOC test Master Level performance.	RSS Administrative Team	Increase in EOC scores			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 3: Sterling High School, through enhanced and dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Create a Cohort Express team of counselor/administrator/support staff that monitors the 2019 Cohort group for EOC progress, attendance, credits, and behavior and serves as a link for communication from students to parents to teachers.

Evaluation Data Source(s) 1: STAAR performance, discipline records, student transcripts

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Grade level counselors will schedule a minimum of 1 parent conference per semester for every at risk student.	Principal Academic Dean Grade Level Counselors	Increase in Parent call log			
2) Senior Assistant Principal, Senior Counselors, and Academic Dean will hold monthly meetings and review the status of each senior.	Senior Asst. Principal Senior Counselor Academic Dean Principal	Increase in graduation rate for the 2019 Cohort			
		100% = Accomplished	0% = No Progress	✗ = Discontinue	

Goal 3: Sterling High School, through enhanced and dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Continue to implement a process at Sterling High School that improves the ability of teachers, counselors and administrators to monitor student progress, credits and state testing performance.

    Evaluation Data Source(s) 2: Graduation data, student failure rates, STAAR performance

    Summative Evaluation 2:

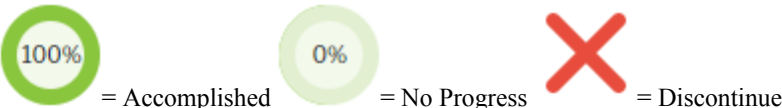| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state assessments and be able to monitor academic progress throughout the year.	Academic Dean Assistant Principals	Increase in student achievement			
2) An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Sterling High School	Senior Counselors	Increase in student achievement			
3) Senior counselors notify by mail and meet with every parent and every student during the fall semester of the senior year.	Senior Counselors	Increase in student achievement			
4) Senior counselors meet with all seniors in danger of not graduating, who have passed all EOCs but lack credits to graduate to apply to Peter E. Hyland alternative campus.	Senior Counselors	Documentation of the student meetings Copies of the PEH application			
5) Grade level counselors meet with students who have failed one or more subjects every six weeks to discuss grade repair options.	Grade level counselors	Documentation of the meetings conducted			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 4: Sterling High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Sterling High School faculty will be proactive and consistent in enforcing a positive, structured campus environment

    Evaluation Data Source(s) 1: Campus discipline reports

    Summative Evaluation 1:
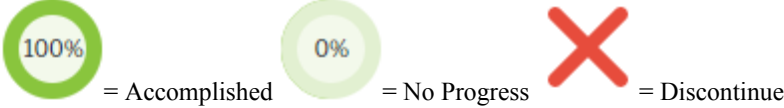
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) All teachers and administrators will follow the campus discipline management process and code of conduct	RSS Administrative Team	Decrease in discipline referrals			
2) All faculty members will consistently be active and highly visible in the building throughout the day.	RSS Administrative Team	Decrease in discipline referrals			
3) All faculty will be trained and familiar with campus and district emergency crisis plans	RSS Administrative Team	Decrease in incidents			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 4: Sterling High School will provide and maintain a safe, positive learning environment.

Performance Objective 2: Sterling High School will provide a positive campus atmosphere that reinforces high expectations and rewards student accomplishments

    Evaluation Data Source(s) 2: Campus discipline reports, student attendance reports, attendance celebrations
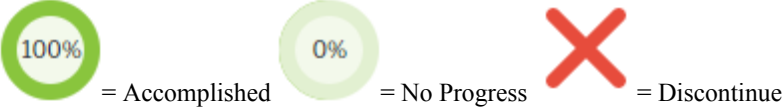
    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) We will initiate PBIS campus activities that increase school spirit and pride.	PBIS team	Increased attendance Decrease in the number of discipline referrals			
Funding Sources: Local Funds - 7500.00					
2) Students who received all A's on the six weeks report card will receive a snack coupon to be redeemed through the cafeteria.	RSS Administrative Team	Increased number of student earning earning all A's			
Funding Sources: Local Funds - 2000.00					
3) Students who pass all classes for a six week grading period are awarded through the counseling department, an incentive that varies each six weeks.	RSS Administrative Team	Increased number of students passing all classes each six weeks			
Funding Sources: Local Funds - 2000.00					
4) Implement OLWEUS Character Ed lessons through LOTE classes.	LOTE teachers RSS Counselors Social Worker Principal	End of year survey Decrease in discipline referrals			
100% = Accomplished 0% = No Progress ✖ = Discontinue					

Goal 5: Sterling High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Sterling High School will actively recruit highly effective personnel.

Evaluation Data Source(s) 1: Certification Data Report, Teacher Retention Reports

Summative Evaluation 1:
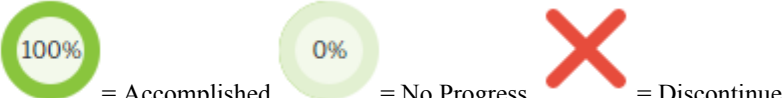
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Attend job fairs and hire highly effective teachers for all vacancies.	Principal	100% highly effective teacher roster			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 6: Sterling High School will establish and maintain parental and community partnerships in education to enhance student achievement

Performance Objective 1: Sterling High School will provide multiple opportunities for parents to participate in their child's educational career

Evaluation Data Source(s) 1: Parent sign in sheets, School Messenger use, parent conference notes
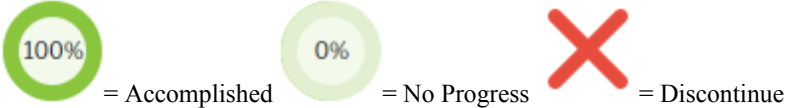
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level offices will routinely ensure the accuracy of student records and contact information	Assistant Principals	Completed record checks Corrected student records			
2) Sterling High School will host various activities and events in order to encourage parents to participate in their student's high school education.	Principal Academic Dean College/Career Counselor	Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars			
3) Sterling High School will continue to communicate to parents using parent emails, School Messenger alerts, website postings and parent conferences/meetings, and social media.	Principal Librarian	School Messenger calls Updated website and social media			
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 6: Sterling High School will establish and maintain parental and community partnerships in education to enhance student achievement

Performance Objective 2: Sterling High School will continue to build a "family culture" with our stakeholders through faculty collaboration, family communication, and community partnerships.

Evaluation Data Source(s) 2: Meeting Documents, PIE Report, Volunteer Reports
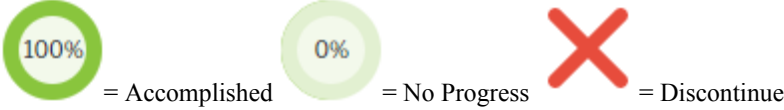
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Parent and student meetings will be conducted throughout the year to inform stakeholders about academic strengths, areas of concern, parental support, and student expectations.	Academic Dean	Increase in parent involvement			
2) Sterling High School and Methodist Houston San Jacinto Hospital and Baytown Modern Dentistry to actively partner together to serve and support our students/faculty	RSS Administrative Team	Increase in partnership involvement			
3) In order to promote campus-wide community and support, we will strongly encourage faculty members to participate in the following: athletic events, parent/student meetings, faculty fellowships and graduation	RSS Administrative Team	Increase in volunteer support			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 7: Sterling High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Instructional technology will be used to increase student interest, motivation, and achievement.

Evaluation Data Source(s) 1: Student Assessment Reports, Campus Walk through data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology tools into their lessons with an emphasis on iPads and Promethean boards.	Administrators	Increased student achievement			
	100% = Accomplished		0% = No Progress	❌ = Discontinue	

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Use PLC time to review data and discuss best practices for our students, as well as, monitor overall student performance.

Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Erin Clement	
Classroom Teacher	Ronald McDowell	
Classroom Teacher	Beth Woods	
Classroom Teacher	Erin Clement	
Administrator	Nathan Chaddick	
Administrator	Renee Cosby	
Classroom Teacher	Gina Ham	
Classroom Teacher	Betty Benskin	
Classroom Teacher	Sarah Herweck	
Administrator	Robert Toomer	
Classroom Teacher	Steve Denton	
Administrator	Rafael Cantu	
Classroom Teacher	Jeremy Barrow	

Campus Funding Summary

Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1		Campus funds	$7,500.00
4	2	2		Campus Funds	$2,000.00
4	2	3		Campus Funds	$2,000.00
				Sub-Total	$11,500.00
				Grand Total	$11,500.00