International Leadership of Texas

Keller Middle

2021-2022 Campus Improvement Plan

Mission Statement

The mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind, and character.

Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learns.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Value Statement

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences. The campus is not currently identified as a Title I school with low socioeconomic status.

Poorer children and teens are also at greater risk for several negative outcomes such as poor academic achievement, school dropout, abuse and neglect, behavioral and socioemotional problems, physical health problems, and developmental delays. This is a particular blow to areas with high rates of poverty, such as with our students. Many of our students in these areas not only suffer from lack of resources at home, in which the school community must try and fill in the gaps. It's not a secret that poverty is a major problem in the United States. The middle class seems to be disappearing and the gap is widening between the upper class and the lower class sectors of society. The socioeconomic status of children and their families has a profound effect on the children's education, even in a country that prides itself on equal opportunity and fair treatment of all.

We use a number of sources to find high caliber staff such as our campus website, Skyward, Region 10 and 11 job fairs -both physical and virtual. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILTexas will continue to work with Region 10 and 11 and the District to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and other South American countries, such as Colombia and Argentina.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Two-Way Dual Language Immersion Program
- Embedding Writing Across the Curriculum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing number of students identified ELLs/ESL **Root Cause:** International schools generally attract students that speak languages other than English

Problem Statement 2 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Student Learning

Student Learning Summary

International Leadership of Texas Keller K-8 is entering into the fifth year of existence. The 2018 Accountabilty Ratings as of August 16, 2018 revealed multiple successes.

Some of the strategies that are being reinforced are the 6 weeks planning sessions to analyze data and revise instructional calendars to provide data-driven instruction to all students.

Students participated in districtwide common assessments. Below is a chart with ILTexas Keller K-8 STAAR Data for 2018.

Math % Satisfactory (Approaches)							**Reading % Satisfactory (Approaches)**					
	2015	*2016*	*2017*	*2018*	*2019*	*2020*		*2015*	*2016*	*2017*	*2018*	*2019*	*2020*
3rd grade	84%	90%	88%	86%	87%	N/A	3rd grade	83%	91%	89%	84%	88%	N/A
4th grade	81%	90%	88%	89%	86%	N/A	4th grade	84%	86%	85%	83%	81%	N/A
*5th grade	89%	89%	87%	91%	94%	N/A	*5th grade	93%	85%	87%	87%	90%	N/A
6th grade	95%	92%	92%	84%	90%	N/A	6th grade	93%	93%	92%	73%	84%	N/A
7th grade	94%	92%	93%	91%	83%	N/A	7th grade	96%	93%	93%	90%	85%	N/A
*8th grade	85%	89%	86%	95%	90%	N/A	*8th grade	95%	86%	84%	93%	92%	N/A

Science % Satisfactory (Approaches)							**Writing % Satisfactory (Approaches)**					
	2015	*2016*	*2017*	*2018*	*2019*	*2020*		*2015*	*2016*	*2017*	*2018*	*2019*	*2020*
5th grade	85%	84%	84%	84%	86%	N/A	4th grade	72%	79%	78%	73%	81%	N/A
8th grade	89%	95%	95%	99%	94%	N/A	7th grade	93%	94%	95%	88%	82%	N/A

Social Studies % Satisfactory (Approaches)						
	2015	*2016*	*2017*	*2018*	*2019*	*2020*
8th grade	88%	84%	84%	89%	83%	N/A

Student Learning Strengths

Math % Satisfactory (Approaches)							**Reading % Satisfactory (Approaches)**					
	2015	*2016*	*2017*	*2018*	*2019*	*2020*		*2015*	*2016*	*2017*	*2018*	*2019*	*2020*
3rd grade	84%	90%	88%	86%	87%	N/A	3rd grade	83%	91%	89%	84%	88%	N/A
4th grade	81%	90%	88%	89%	86%	N/A	4th grade	84%	86%	85%	83%	81%	N/A
*5th grade	89%	89%	87%	91%	94%	N/A	*5th grade	93%	85%	87%	87%	90%	N/A

6th grade	95%	92%	92%	84%	90%	N/A		6th grade	93%	93%	92%	73%	84%	N/A
7th grade	94%	92%	93%	91%	83%	N/A		7th grade	96%	93%	93%	90%	85%	N/A
*8th grade	85%	89%	86%	95%	90%	N/A		*8th grade	95%	86%	84%	93%	92%	N/A

Science % Satisfactory (Approaches)

	2015	2016	2017	2018	2019	2020
5th grade	85%	84%	84%	84%	86%	N/A
8th grade	89%	95%	95%	99%	94%	N/A

Writing % Satisfactory (Approaches)

	2015	2016	2017	2018	2019	2020
4th grade	72%	79%	78%	73%	81%	N/A
7th grade	93%	94%	95%	88%	82%	N/A

Social Studies % Satisfactory (Approaches)

	2015	2016	2017	2018	2019	2020
8th grade	88%	84%	84%	89%	83%	N/A

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increasing number of students identified ELLs/ESL **Root Cause:** International schools generally attract students that speak languages other than English

Problem Statement 2 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 3 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 4 (Prioritized): Teachers need support and clear expectations on how to implement an effective language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 5 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 6 (Prioritized): There is a need for professional development on math number sense and differentiation **Root Cause:** Teachers need more support on providing a variety of math strategies.

Problem Statement 7 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

School Processes & Programs

School Processes & Programs Summary

We expect to accomplish this by making learning explicitly clear, making it visible (trilingual, print rich classrooms)! When students have the intended learning spelled out for them, they know what it is they are supposed to learn during the learning opportunity. Then we create a learning path for scholars to be able to achieve this goal. Students have multiple steps to achieve in order to fully understand and be able to apply learned skills to all content areas (Eagle Academy, classroom embedded small groups, after-school support and tutorials, etc.)

Teachers are guided by the TEKS and have access to the TEKS Resource System. The TEKS are explicitly unpacked for the educator, which includes common misconceptions, academic vocabulary and guidance on differentiation.

New teachers are provided on campus instructional/managerial support as well as support through district and campus level instructional coaches. Teacher is matched up with a mentor and is provided with feedback to highlight glows and ideas to support the lows.

The organization includes multiple levels of administration to help support and maintain effective learning environments in all classes.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. In addition to a media lab with 30 desktop computers.

With the growing emphasis on assessment for learning and student engagement, Keller K-8 acquired ALL In Learning System which empowers teachers to use a variety of research-proven strategies in simple ways. An ideal classroom will see every student providing feedback that teachers can use to make the critical in-the-moment decisions to re-teach or move forward with other concepts.

School Processes & Programs Strengths

Teachers plan with their grade level teams. Teachers have dedicated Data Analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners, team members, and mentors
- Teachers plan lessons, activities and assessments together as a team
- Several GLAs/teachers have attended TEKS RS Training
- Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria to input their lesson plans and analyze data, as well as Lead4ward to improve and effectively improve instructional focus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 2 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 3 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Perceptions

Perceptions Summary

We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create learning environments in our school that results in high levels of performance. We are confident that with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents abide by our policy of 3 Bs (Be On Time, Be Responsible, and Be Respectful) to achieve this shared educational purpose.

The school is always improving the parent involvement policy to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, and Spirit Nights. The PTO holds monthly meetings with Campus Leadership and staff.

Perceptions Strengths

We are perceived as an education institution with high academic and behavior expectation for students, that requires engaged parents and dedicated educators to support one another in meeting the needs of ALL students.

The school has in place several vehicles to facilitate parent communication to include:

- Campus Leadership Newsletter end of each six weeks
- Curriculum Night
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Watch D.O.G.S. (Dads of Great Students) Program
- Parents and Staff Weekly Newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Participation of parents responding to the campus survey **Root Cause:** Lack of proper communication and engagem

Problem Statement 2: Languages other than English speaking parents and grandparents are still not served well. **Root Cause:** Need resources to translate and communicate better.

Problem Statement 3 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Priority Problem Statements

Problem Statement 1: Increasing number of students identified ELLs/ESL
Root Cause 1: International schools generally attract students that speak languages other than English
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries.
Root Cause 2: Charter schools State provisions and regulatory laws
Problem Statement 2 Areas: School Culture and Climate - Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Follow through in holding teachers accountable
Root Cause 3: Nonobservance of the structured system for evaluation and support
Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Participation of parents responding to the campus survey
Root Cause 4: Lack of proper communication and engagem
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers need support and clear expectations on how to implement an effective language program.
Root Cause 5: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need for professional development on small group reading instruction
Root Cause 6: Teachers need more support on tiered learning in small groups
Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need for professional development on math number sense and differentiation
Root Cause 7: Teachers need more support on providing a variety of math strategies.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: A school wide discipline management program/course is not evident on campus.
Root Cause 8: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 8 Areas: Student Learning - School Processes & Programs - Perceptions

Goals

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 1: All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science)

    Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement
     Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Problem Statements: Demographics 1 - Student Learning 1, 4
     Funding Sources: - 263 - Title III				

Strategy 2 Details	**Reviews**			
Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement
     Staff Responsible for Monitoring: DLI Coach, Principal, APS
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Problem Statements: Demographics 1 - Student Learning 1, 4
     Funding Sources: - 263 - Title III				

Strategy 3 Details	Reviews			
Strategy 3: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.	Formative			Summative
	Nov	Jan	May	June

Strategy's Expected Result/Impact: Increased Student Achievement
    Staff Responsible for Monitoring: EL Coordinator, Principal, AP
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Demographics 1 - Student Learning 1
    Funding Sources: - 263 - Title III				

Strategy 4 Details	Reviews			
Strategy 4: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents	Formative			Summative
	Nov	Jan	May	June

Strategy's Expected Result/Impact: Increased Student achievement and parental engagement
    Staff Responsible for Monitoring: Principal, AP
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2
    Problem Statements: Demographics 1 - Student Learning 1, 4
    Funding Sources: - 263 - Title III				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English

Student Learning
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English
Problem Statement 4: Teachers need support and clear expectations on how to implement an effective language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 1: 100% of the ILTexas Keller MS will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2021.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** IT, Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3, 6 - School Processes & Programs 2 **Funding Sources:** - 263 - Title III				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 6: There is a need for professional development on math number sense and differentiation **Root Cause**: Teachers need more support on providing a variety of math strategies.
School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessmentwill increase from 50% to 70% by June 2022.

Performance Objective 1: By the end of the 2020-2021 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

    Evaluation Data Sources: ACTFL Assessments

Strategy 1 Details	Reviews			
Strategy 1: Deliver professional development to teachers on ACTFL guidelines and Can Do Statements as well as Seesaw.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement
     Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Problem Statements: Student Learning 3, 4 - School Processes & Programs 2				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 4: Teachers need support and clear expectations on how to implement an effective language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 1: The culture and climate of our campuses will improve 50% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students and staff with a focus on safety and security

Strategy 1 Details	Reviews			
Strategy 1: We will hold a training for mentor and mentee teachers each 6 weeks focussing on high leverage skill development	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships **Staff Responsible for Monitoring:** Campus principal, AP over Mentor Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Culture and Climate 1 - School Processes & Programs 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause**: Charter schools State provisions and regulatory laws
Student Learning
Problem Statement 2: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause**: Charter schools State provisions and regulatory laws
Problem Statement 3: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
School Processes & Programs
Problem Statement 1: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause**: Charter schools State provisions and regulatory laws
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support

Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved culture and climate **Staff Responsible for Monitoring:** Principal, AP, Counselors **Problem Statements:** Student Learning 7 - School Processes & Programs 3 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
School Processes & Programs
Problem Statement 3: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Perceptions
Problem Statement 3: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Campus Funding Summary

			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
2	1	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums