

Beaumont Independent School District
South Park Middle School
2017-2018 Campus Improvement Plan



Mission Statement

South Park Middle School will develop well rounded, lifelong learners by providing an integrated, relevant and challenging curriculum, taught by an innovative and committed staff; who will ensure that all educational endeavors take place in an environment conducive to teaching and learning preparing our students for the next generation.

Vision

The vision of South Park Middle School is to provide a safe, orderly, and disciplined environment, while closing the gap between the majority and minority learner. This will be accomplished by implementing researched based practices as well as establishing a collaborative relationship with everyone in the learning environment.

Value Statement

The values of South Park Middle School are to achieve academic excellence by embracing opportunities for growth, develop character, self-respect and integrity among staff and students, as well as promote accountability through data driven instruction and immediate academic feedback to students.

Achieve Academic Excellence by embracing opportunities for growth.

Develop Character, Self Respect and Integrity among Staff and Students

Promote Accountability through data driven instruction and immediate academic feedback to students

Comprehensive Needs Assessment

Demographics

Demographics Summary

The South Park learning environment is comprised of 47 staff members, including the principal, assistant principal, and counselor. In that number is also an instructional coach that provides support teachers. There are 473 students that matriculate the South Park campus: 321 African American, 134 Hispanic, 13 White, 1 Asian, and 2 two or more races. There are 256 males and 217 females attending the school site. The school rests in the old South Park community located adjacent to the Lamar University campus. The South Park Campus is part of the Beaumont Independent School District and is one of 6 middle schools.

Demographics Strengths

Because the school sits in the middle of the community in which it serves, students are able to easily access the campus. Most students that attend the campus walk less than a mile to school every day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The population of ELL/Hispanic Students continues to increase and the staff and resources available are not adequate to meet the needs of that population of students. **Root Cause:** Funding is not available to secure resources or the staff development to support the students.

Student Academic Achievement

Student Academic Achievement Summary

Our students have performed sporadically on the STAAR assessment in the last three years. In 2016, our students did not meet standards on the index. In 2016, students would sustain enough growth to get index 2 on the TAPR report. Unfortunately, 2017 students would not meet the standard in either of the indices. The students continue to grow from one year to the next, however, not enough students are "meeting" or "mastering" standard on the assessment. Consequently, it has been difficult for students to sustain accountability from one year to the next. The data for the district assessments are aligned with the STAAR. Students have performed well in pockets. Sometimes students score well on the 9wk assessment and other times, they do not. This is a result of varied objectives being tested at different times.

Student Academic Achievement Strengths

Our students are growing. Each year on the STAAR, our students meet the growth measure or come extremely close to meeting it. In 2016, index 2 is what brought the school out of school improvement. In 2017, index 2 was missed by 1 point. Our students are growing, however, not enough to sustain accountability.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are not performing well enough and consistent enough to sustain Accountability **Root Cause:** Teachers are not adequately trained to meet the diverse needs of our populations of students, thus, minimizing the opportunity for students to "meet" or "Master" standard on the STAAR test.

School Processes & Programs

School Processes & Programs Summary

Currently we have several programs that support specific populations of students. The Imagine Learning Program supports our ELL and ESL students on the campus. We have MYON and have requisitioned for IXL to support all disciplines. We have a built in intervention period during the day where students are afforded and opportunity to work on basics related to the disciplines and for teachers to intervene for students with deficits. We have the Accelerated reading program that tracks students abilities in reading.

School Processes & Programs Strengths

These programs assist the staff in knowing where students are and helps with intentional actions to support student learning.

Perceptions

Perceptions Summary

We are currently implemented a district initiative with Foundations and CHAMPS. This system is used to assist in the management of students, thus, changing the culture and climate of the campus. All teachers have employed the CHAMPS expectations paradigm. We are attempting to ensure that it is carried out with fidelity. We also attempting to establish a culture of reading on the campus. On Tuesday and Thursday of each week, the focus is on reading. All students will have a book in their hands throughout the day. The administration will issue Eagle Bucks for the students that comply. Also, teachers will model, as they will read as well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for the programs and initiatives to be carried out with fidelity. **Root Cause:** Teachers do not buy into the initiatives as a result of poor planning, clear expectations, and training

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Class size averages by grade and subject

Employee Data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals









Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 1: Increase seventh grade Writing STAAR Approaches level performance from 47% to 61%

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Lead4Ward instructional strategies Writing Across the Curriculum Sheltered Instruction Writing Academy Daily Oral Activities Interactive Notebooks	1	Principal Assistant Principal Curriculum Coordinator Department Leaders Curriculum Supervisors	Formative assessments 3-week and 6-week assessments Walk-through Teacher generated assessments Feedback				
Funding Sources: Title I, Part A - \$4,500.00							









System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Staff Development After school Tutorials Lead4Ward Instructional Strategies 12 Powerful Words	1, 2, 3, 4, 6, 8, 9, 10	Teacher Curriculum Coordinator Assistant Principal Principal Parents	At least 65% passing rate				
	Funding Sources: Title I, Part A - \$0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 2: Increase sixth grade Math STAAR Approaches Level performance from 40% to at least 59%.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Lead4Ward Instructional Strategies.</p> <p>Accelerated Math</p> <p>Math Tutorial (Lamar University)</p> <p>Interactive Notebooks</p> <p>Implementation of the Advisory/Intervention period</p> <p>Houston A+ Professional Development and coaching</p>	5	Principal Assistant Principal Curriculum Coordinator Department Leader, District Curriculum Supervisor	Formative Assessments 3, 6 and 9-week assessments Walk-through Summative Assessment - STAAR				
Funding Sources: Focus Grant Funds - \$12,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 3: Increase the number of ELL students Approaches level on Reading STAAR Level II performance from 38% to at least 55%

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Lead4ward Instructional Strategies</p> <p>English Language Proficiency Standards</p> <p>Imagine Learning</p> <p>STAAR 360 Reading Screener</p> <p>Seventh Grade Writing Camps</p> <p>Interactive Notebooks</p> <p>Thinking Maps</p> <p>MYON Reading program</p> <p>IXL All Curriculum computer program.</p> <p>SIOP Training for Teachers</p>	1, 2, 4, 7	Principal Assistant Principal Curriculum Coordinator Teacher Curriculum Supervisor	61% passing STAAR 3, 6 and 9 week assessments (The district assessments for some subjects are given in three week intervals) Grading Reports				
Funding Sources: Focus Grant Funds - \$7,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 4: Increase Econ Dis Science Approaches level performance from 53% to at least 63%

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Lead4ward Instructional Strategies.</p> <p>Science Labs/ experiments</p> <p>Teacher attendance at District Curriculum Meetings.</p> <p>Interactive Notebooks</p> <p>Tutorials</p> <p>Planning Sessions on Campus with District Supervisors</p>	1, 2, 4, 7	<p>Principal</p> <p>Asst. Principal</p> <p>Curriculum Coordinator</p> <p>Teacher</p> <p>Science Supervisor</p>	<p>63% of 8th graders will meet standard on STAAR.</p> <p>3,6 and 9 week assessments</p> <p>Monitoring of students</p>				
Funding Sources: Title I, Part A - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 5: Increase social studies STAAR Approaches level performance from 27% to at least 55%.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Social Studies Camps Employ English Language Proficiency Standards District Social Studies Curriculum Meetings Tutorials		Principal Asst. Principal Curriculum Coordinator Teachers Social Studies Supervisor					
Funding Sources: Title I, Part A - \$0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 6: Increase student attendance by 0.03 percentage points.

Evaluation Data Source(s) 6: Year end attendance report

Summative Evaluation 6:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor Daily Attendance		Attendance Clerk	99% attendance Rate				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: 1. To increase student academic achievement through long-term planning and innovation.

Performance Objective 7: Increase Index 1 10 percentage points, from 43% to 61%.

Evaluation Data Source(s) 7: STAAR Results

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) SIOP Instructional Strategies</p> <p>Writing Across the Curriculum</p> <p>Daily Oral Language Activities</p> <p>Accelerated Reading and Math Screeners</p> <p>Tutorials</p> <p>Saturday School</p> <p>Identify and Monitor student progress</p> <p>Teachers will check all students consistently for understanding while delivering instruction. formative assessment!</p>	1, 2, 9	<p>Principal</p> <p>Asst. Principal</p> <p>Curriculum Coordinator</p> <p>Teachers</p> <p>Curriculum Supervisors</p>	61% of students demonstrating Achievement on STAAR				
Funding Sources: Title I, Part A - \$3,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: 2. To ensure safe and secure schools.

Performance Objective 1: Develop and Implement Campus Emergency Management Plan.

Evaluation Data Source(s) 1: Emergency Management Plan Visible.

Summative Evaluation 1:

Goal 3: 3. To attract and retain an outstanding workforce.

Performance Objective 1: To have 100% of our core teachers qualified.

Evaluation Data Source(s) 1: Review of teacher credentials, Texas Education Agency

Summative Evaluation 1:

Goal 3: 3. To attract and retain an outstanding workforce.

Performance Objective 2: Provide Lead4Ward training for teachers at least once a month so that 100% of our teachers are using the strategies daily.

Evaluation Data Source(s) 2: Agenda sign-in sheets and evaluations. Campus walk-throughs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Houston A+ will provide staff development to math teachers and coaching throughout the year.</p> <p>foundations training - Classroom management</p> <p>Writing Academy</p>	2, 3, 4	Principal Instructional Coach	Change int teacher behavior increased student achievement				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: 3. To attract and retain an outstanding workforce.

Performance Objective 3: Teachers will meet in their Professional Learning Communities every Thursday to plan based on the data from Formative Assessments.

Evaluation Data Source(s) 3: Administrative team will evaluate data and facilitate PLC meetings.

Summative Evaluation 3:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will analyze student data and make decisions about instructional practices to better serve all students.	1, 2, 3, 8, 9	Principal Asst. Principa; Curriculum Coordinator Teachers	Tracking Charts Data Disaggregation				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: 3. To attract and retain an outstanding workforce.

Performance Objective 4: Provide Just In Time Training and Staff Development on campus, District support, and conferences and workshops

Evaluation Data Source(s) 4: teacher certificates of training

Summative Evaluation 4:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Teachers will have after school PD once a month.</p> <p>Houston A+ PLus training</p> <p>Planning and development with District supervisors at 9 week periods</p>	1, 3, 4	Principal Asst. Principal Curr. Coordinator Teachers	Teachers demonstrate HOTS in their lesson plans and teaching methodology. Training Certificates				
Funding Sources: Title I, Part A - \$0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: To improve school climate and student engagement.

Performance Objective 1: To recognize two students from each grade level for overall achievement and behavior.

Evaluation Data Source(s) 1: Posting of the students of the week and month in the campus newsletter and website.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) We will have incentive celebrations periodically to reward student behaviors and attendance.</p> <p>Implementation of School Store for students to purchase items with School Eagle Bucks.</p> <p>Initiation of school eagle bucks</p>	2	PEIMS clerk Counselor Principal/AP/Instructional Coach Library	Decrease in absences Decrease i the number of referrals				
							

Goal 4: To improve school climate and student engagement.

Performance Objective 2: MSG - Men Standing in the GAP: MSG will mentor at least 30 male students with at least 75% showing improvement in at least one targeted area.

Evaluation Data Source(s) 2: Students will be monitored academically and behaviorally so that there will be an increase in academic performance and a decrease in campus discipline referrals.

- * CHAMPS
- * Discipline Plan
- * Flow Chart

Summative Evaluation 2:









Goal 4: To improve school climate and student engagement.

Performance Objective 3: Employee of the Month: All employees are eligible to be the employee of the month. At least 25% of the staff will be recognized for overall outstanding performance and going above and beyond.

Evaluation Data Source(s) 3: Xtra Milers Club

Communities in School

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Set criteria for recognition Qualified Teachers Teaching/Learning Success Attendance Celebrate teachers who go above and beyond for students.</p>	3, 5		<p>Teacher Recognition (School Newsletter)</p> <p>Principal Notes</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To improve school climate and student engagement.

Performance Objective 4: Participate in the Greater South Park Neighborhoods Partnership with Lamar University, city officials, neighborhood businesses, parents and students to revitalize our community.

Evaluation Data Source(s) 4: Lamar University Year End Community Survey

Summative Evaluation 4:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Lead4Ward instructional strategies Writing Across the Curriculum Sheltered Instruction Writing Academy Daily Oral Activities Interactive Notebooks
1	1	2	Staff Development After school Tutorials Lead4Ward Instructional Strategies 12 Powerful Words
1	3	1	Lead4ward Instructional Strategies English Language Proficiency Standards Imagine Learning STAAR 360 Reading Screener Seventh Grade Writing Camps Interactive Notebooks Thinking Maps MYON Reading program IXL All Curriculum computer program. SIOP Training for Teachers

State Compensatory

Budget for South Park Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.91.045.30.000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$90.00
199.11.6119.90.045.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,874.00
199.21.6119.04.045.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,486.00
199.11.6141.90.045.30.000	6141 Social Security/Medicare	\$101.00
199.11.6142.90.045.30.000	6142 Group Health and Life Insurance	\$773.00
199.11.6143.90.045.30.000	6143 Workers' Compensation	\$25.00
199.11.6146.90.045.30.000	6146 Teacher Retirement/TRS Care	\$168.00
6100 Subtotal:		\$51,517.00
6200 Professional and Contracted Services		
199.11.6219.56.045.30.561	6219 Professional Services	\$15,000.00
6200 Subtotal:		\$15,000.00
6300 Supplies and Services		
199.12.6329.04.045.30.000	6329 Reading Materials	\$1,500.00
199.11.6395.04.045.30.000	6395 Supplies, DP Operations - Locally Defined	\$3,000.00
199.23.6395.04.045.30.000	6395 Supplies, DP Operations - Locally Defined	\$1,150.00
199.11.6399.04.046.30.000	6399 General Supplies	\$13,500.00
199.23.6399.04.045.30.000	6399 General Supplies	\$29.00
6300 Subtotal:		\$19,179.00
6400 Other Operating Costs		

199.13.6411.04.045.30.000	6411 Employee Travel	\$750.00
199.21.6411.04.045.30.000	6411 Employee Travel	\$350.00
199.31.6411.04.045.30.000	6411 Employee Travel	\$750.00
199.11.6412.04.045.30.000	6412 Student Travel	\$750.00
199.11.6495.04.045.30.000	6495 Membership Fees	\$750.00
6400 Subtotal:		\$3,350.00

Title I

Schoolwide Program Plan

Offer Tutorials in each Core Content to assist struggling students in their areas of greatest need.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. 6th Grade Science Teacher.
2. 7th Grade Science Teacher.
3. Two interventionist for Math and Reading.
4. Increased Student Achievement.
5. Increased attendance of staff and students.
6. Teacher resource and supplies to support Project Based Learning.
7. Increase Parent and Community Involvement.
8. Acquire new technology.
9. Increase Professional Development for teachers to build capacity.
10. Build School Culture and Climate.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Lead4ward campus wide implementation.

District Curriculum Reviews

RTI Training

STAAR Training

Power Words.

Sheltered Instruction training for all staff.

Weekly PLC, Departmental and/ or Staff meetings.

Lamar Academic Tutors.

Edivation

Region 5 Trainings.

5: Strategies to attract highly qualified teachers

Contact has been made with Lamar University.

District Job Fair

6: Strategies to increase parental involvement

Title I Parent Involvement Night 7/9 months.

100 Year Community Celebration.

Lamar University and South Park Revitaluzation Saturday in the Park.

Monthly PTA Meetings.

Curriculum Nights.

Parent Volunteer Program

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Young	Title I Parent Faciliator	Title I	0.25
Dawna Hayward	Instructional Curriculum Coordinator	Title IA	1.0

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,500.00
1	1	2			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	7	1	Student Response Boards - Class sets of 32 for 15 core classes		\$3,000.00
3	4	1			\$0.00
Sub-Total					\$7,500.00
Focus Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Houston A Plus Academy		\$12,000.00
1	3	1			\$7,000.00
Sub-Total					\$19,000.00
Grand Total					\$26,500.00