Waco Independent School District

Tennyson Middle School

2024-2025 Campus Improvement Plan



Mission Statement

At Tennyson Middle School we believe our duty is to educate the whole child by expecting, modeling, and reinforcing both social-emotional and academic development in a consistently positive environment.

Value Statement

At Tennyson Middle School we have G.R.I.T:

Generosity

Respect

Integrity

Teamwork

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tennyson Middle School is a 6th - 8th grade campus. It is one of three middle school campuses in Waco ISD and serves western half of the community. There are approximately 947 students and 70 teaches, 10 educational aides, and 12 administrative support. We serve a community that is extremely supportive of the students, faculty and staff.

2023-2024 Texas Academic Performance Report for Tennyson Middle School

- 86.17% of student are economically disadvantaged.
- 18.37% of students are Emergent Bilingual; 15.57% of student are English as a Second Language (ESL)
- 12.88% of students served by special education.
- 12.46% of students are served by section 504.
- 30.52% of student are served by gifted and talented.
- 52.96% Hispanic-Latino; 29.78% African American; 10.45% White
- 52.16% male, 47.84% female

Overall Attendance: 92.53%

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	92.2%		96%	2,125	
23-24	Fifth six weeks	93.1%		96%	1,972	
23-24	Fourth six weeks	92%		96%	2,034	
23-24	Third six weeks	91%		96%	2,217	
23-24	Second six weeks	92.9%		96%	1,762	
23-24	First six weeks	93.8%		96%	1,653	

Discipline: 36.25% (students with at least one disciplinary incident)

Demographics Strengths

Tennyson Middle School has many strengths. Some of the most notable demographic strengths include:

- Diverse student population (equitable representation across all ethnicities)
- There are students from all socio-economic levels particularly attracted to the specialized gifted and talented instruction within the ATLAS Academy.
- Gifted students from throughout Waco ISD and surrounding districts apply to attend ATLAS including several students that leave local private schools.
- The campus has high expectations for students.
- Families are supportive of the campus and activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

Student Learning

Student Learning Summary

Overall, instruction has been data-driven and students are aware of their projected growth measures leading up to the STAAR test. Approximately 40% of all students in grades 6-8 are not meeting grade level standards in Reading Language Arts as indicated on the 2023-2024 STAAR results. Approximately 55% of students are not meeting grade level standards in Math across all grade levels as indicated on the 2023-2024 STAAR results. Although some students did not meet grade level standards, they did show overall growth in these areas. The STAAR overall performance levels across all tests are as follows:

	Approaches	Meets	Masters
Grade 6 Reading	70.8%	47.9%	16.6%
Grade 6 Math	68.6%	36.9%	12.4%
Grade 7 Reading	62%	45%	24.8%
Grade 7 Math	24%	6.2%	0%
Grade 8 Reading	67.8%	41.8%	19.4%
Grade 8 Math	63.14%	26.5%	4%
Grade 8 Science	49.3%	31.7%	13%
Grade 8 Social Studies	43.4%	16.8%	6%

Student Learning Strengths

Tennyson Middle School has a population of hard-working and high-achieving students. The campus is proud of many different student achievement strengths such as:

- Algebra I scores that exceed other district and middle schools
- Students involved in school-sponsored extracurricular activities, clubs, and sports
- Students participate in the State History Fair competition.
- Band, choir, athletic teams, and theatre groups all consistently achieve top ratings in UIL-sanctioned competitions

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Support is needed in closing the learning gap. **Root Cause:** Lack of professional development in high yield practices to close the learning gap.

School Processes & Programs

School Processes & Programs Summary

Tennyson Middle School is a professional learning community where teachers meet weekly to analyze data, discuss student growth, and engage in dialogue regarding tier 1 instruction, remediation, and extension. Our intervention and special programs faculty (i.e. special education, behavior team, and ESL) meet every six weeks with administration and teachers to discuss students academic and behavioral needs.

Tennyson Middle School works diligently to recruit, hire and retain highly qualified and student-focused staff. All teachers are evaluated yearly using T-TESS which requires goal setting, observations, walk-throughs, and pre/post-conferences in order to improve overall practice. Paired with ongoing data analysis and needs assessments, TMS, as well as the district, provides professional development sessions for staff throughout the year and summer. TMS works to maintain a positive culture and climate that focuses on growth for all students and staff.

School Processes & Programs Strengths

- Monthly Lead and Learn Faculty Meetings
- PLC/Intervention Lead Professional Development with Administration
- Monthly Team Leader Professional Development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 2: TMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause:** There are not as many opportunities for parent volunteers during the school day at the secondary level as seen in lower grade levels.

Perceptions

Perceptions Summary

Our school invests in building connections and creating an inviting culture where students and staff feel supported and accepted. Expectations for student behavior are high and they exhibit respect and confidence. The campus has a reputation in the community as having high achieving academic students as well as athletes that excel on and off the field. Our Fine Arts programs are the best in the region and includes Band, Choir, and Theater Arts programs. TMS continues to excel in History and Science fair at the regional, state, and national levels.

Tennyson Middle School has a high number of disciplinary infractions, but there has been a significant decrease of student discipline on campus. The improvement is an indication that MTSS and using the Emergent Tree framework has been successful. Additionally, while bullying is not considered a problem, the campus staff will remain proactive to prevent bullying incidents.

Perceptions Strengths

- Students want to come to school
- TMS students indicate that their teachers care about them
- TMS students report that they feel safe at school
- Most students follow school rules and expectations
- Teachers feel empowered and valued
- Administrators work closely with faculty and staff in decision-making and teachers feel that they have a voice in decision making

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students sometimes struggle to understand, appreciate, and respect the differences that make us unique and better together. **Root Cause:** The campus has a diverse student population.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 1: Curriculum: Evaluate, design, and develop a vertically and horizontally aligned curriculum.

High Priority

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Maintain a vertically and horizontally aligned curriculum. **Strategy's Expected Result/Impact:** Increase in student academic growth as measured by: TCAs, report cards, progress reports, iReady data, PLC Meetings, MTSS-progress monitoring data sheets, SLO with TEKS focus **Staff Responsible for Monitoring:** RTI Coordinator, Testing Coordinator, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Monitor the use of best instructional practices in the classroom and ensure accountability to follow vertically and horizontally curriculum. **Strategy's Expected Result/Impact:** Increase in student academic growth as measured by: TCAs, report cards, progress reports, iReady data, PLC Meetings, MTSS-progress monitoring data sheets, SLO with TEKS focus **Staff Responsible for Monitoring:** RTI Coordinator, Testing Coordinator, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 2: Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Implementing and increasing opportunities for students to pursue their passions and non-academic interests. **Strategy's Expected Result/Impact:** Increase student engagement and involvement through opportunities such as: clubs, electives, UIL, library, technology, tutorials, WIN, PTA Nights/Experiences, field trips, Fine Arts, and other electives **Staff Responsible for Monitoring:** Librarian, Grade-Level Leaders, Campus Administration **ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 3: Programs: Evaluate programs that serve identified populations and create opportunities tailored to student needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure compliance to support standards and best practices for identified populations.	Formative		
Strategy's Expected Result/Impact: Increased academic performance and growth for students served through special programs: SPED/504, GT, and ESL **Staff Responsible for Monitoring:** Campus SPED Coordinator, ESL Teacher, Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire highly qualified Math tutors for AVID students supporting mid-level learners	Formative		
Strategy's Expected Result/Impact: Increased TCA , interim assessments, STAAR scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Baylor degreed students - State Compensatory Education - 199.11.6125.00.044.30.000, Certified/retired teachers - State Compensatory Education - 199.11.6117.00.044.30.000	Jan	May	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Provide access to support services, such as Communities in Schools which help at-risk students stay in school and maintain strong academic performances **Strategy's Expected Result/Impact:** Increased campus attendance, decrease dropout rate, **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Communities In Schools, Inc - State Compensatory Education - 199.61.6299.00.044.30.00			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 4: Student Skills: Provide opportunities for students to develop essential skills for life.

Evaluation Data Sources: Effective implementation/roll out of the Leader In Me curriculum

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Create opportunities for student to cultivate communication skills. **Strategy's Expected Result/Impact:** Encouraging and providing opportunities for students to advocate for themselves in a respectful and engaging manner, both academically and socially. **Staff Responsible for Monitoring:** Campus Counselors, Student Council Coordinator, Campus Administration, Behavior Specialist/ Aides **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Provide opportunities for students to obtain additional academic support by attending the Academic Assistance and Resource Center (after school tutoring) **Strategy's Expected Result/Impact:** Increased student grades and STAAR passing rates, improved reading skills and math comprehension skills **Staff Responsible for Monitoring:** Principal, grade level AP, and department leads **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Title 1 - 211.11.6118.00.044.30.000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 5: Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote positive and support school environment that is safe and conducive to learning and achievement for all students.	Formative		
Strategy's Expected Result/Impact: Effective implementation of MTSS, reduced discipline referrals, Increased staff morale, increased celebrations with students and staff (i.e. SOTM, Friday Shout Outs, TOTM, monthly staff appreciation), provide staff luncheon and teacher treats, teacher incentives throughout the year **Staff Responsible for Monitoring:** Behavior Specialist/Aides, Assistant Principals, Sunshine Committee, Campus Counselors, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Create opportunities to develop resilience and conflict resolution skills to support healthy students	Formative		
Strategy's Expected Result/Impact: Students will be able to navigate difficult situations when challenges arise in order to solve problems successfully for all involved. **Staff Responsible for Monitoring:** Campus Administration, Campus Counselors **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Schedule and plan Challenge Day **Strategy's Expected Result/Impact:** Stop the teasing, violence, and alienation that are so deeply a part of the school experience for many students. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Student Council Representatives, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Promote Tennyson Middle School on multiple platforms as a campus known for excellence. **Strategy's Expected Result/Impact:** Increase in interested applicants; increase inquiries about potential opportunities to join the Tennyson Staff **Staff Responsible for Monitoring:** Campus Administration, Campus Social Media Liaison **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Develop professional development opportunities tailored to teacher needs. **Strategy's Expected Result/Impact:** Improved practices based on individual, team and campus needs through PLC meetings, goal setting, and T-TESS **Staff Responsible for Monitoring:** Campus Administration and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Jan	May	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Develop an effective teacher supporting teachers program **Strategy's Expected Result/Impact:** Teachers will feel supported and stick with the profession, including new and novice teachers **Staff Responsible for Monitoring:** Campus Administration, Campus Succeed Representative, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Jan	May	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 3: Retain: Access and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Review and analyze the data gathered from surveys to create action steps to increase satisfaction and staff retention. **Strategy's Expected Result/Impact:** Improved Staff Retention **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Jan	May	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Privacy and Security: Develop and implement data privacy, security policies, and best practices.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Implement accountability systems for appropriate use of technology for students and staff. **Strategy's Expected Result/Impact:** Reduced discipline referrals , completed compliance bundles, increase staff use of Lightspeed **Staff Responsible for Monitoring:** Campus Administration, Behavior Specialist/Aides, Teachers			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 2: Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training. **Strategy's Expected Result/Impact:** Determine if action steps are needed **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 3: Learning Systems: Integrate and streamline learning and educational platforms.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: All Staff will meet the district expectations of Google Classroom and Canvas implementation. **Strategy's Expected Result/Impact:** Staff compliance with district expectations **Staff Responsible for Monitoring:** Campus administration, Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Finance and Operations: Optimize, steward, and allocate resources to achieve campus objectives.

Performance Objective 1: Finance: Build and efficiently utilize financial resources across all operational and capital areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Minimize the number of cross-function transfers.	Formative		
Strategy's Expected Result/Impact: Reduced number of needed board approvals. **Staff Responsible for Monitoring:** Principal and Administrative Assistant **ESF Levers:** Lever 1: Strong School Leadership and Planning	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve the attendance rate from 23-24 school year.	Formative		
Strategy's Expected Result/Impact: Increase ADA funding **Staff Responsible for Monitoring:** PEIMS Attendance Secretary and Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Jan	May	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Provide consistency and alignment on the delivery of all campus communication. **Strategy's Expected Result/Impact:** Positive feedback on consistent communication; increased parent and student participation in campus events **Staff Responsible for Monitoring:** Campus Administration, Student Council, Campus Social Media Representative, Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 2: Marketing: Promote the Tennyson mission, vision, and core values.

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Ensure social media and all modes of communication are promoting the events and efforts of all students and staff. **Strategy's Expected Result/Impact:** Increased participation in events; promotion of positive school culture and perceptions **Staff Responsible for Monitoring:** Campus Administration, Teachers, Student Council, Campus Social Media Representative			

No Progress



Accomplished


Continue/Modify


Discontinue

State Compensatory

Budget for Tennyson Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Tennyson Middle School

Name	Position	FTE
April Baker	SIT ELAR	1
Ebony Brooks	Campus Support Specialist	1
Michelle Armenta	SIT ELAR	1
Scott Kliewer	SIT math	1
Stephanie Allen	Campus Support Aide	1
Tredessa Thomas	SIT Math	1

Title I Personnel

Name	Position	Program	FTE
Hannah Mullen	Instructional Specialist	Title	1
Karlie Berry	Instructional Specialist	Title	1
Nicole Rodriguez	Instructional Specialist	Title	1
Shantal Mosley	Campus Support Aidt	Title	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Baylor degreed students	199.11.6125.00.044.30.000	$0.00
1	3	2	Certified/retired teachers	199.11.6117.00.044.30.000	$0.00
1	3	3	Communities In Schools, Inc	199.61.6299.00.044.30.00	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$432,966.00
				+/- Difference	$432,966.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2		211.11.6118.00.044.30.000	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$331,215.00
				+/- Difference	$331,215.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,345.00
				+/- Difference	$3,345.00
				Grand Total Budgeted	$767,526.00
				Grand Total Spent	$0.00
				+/- Difference	$767,526.00