International Leadership of Texas

Heritage Elementary School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Our student population comes from varied academic backgrounds, including different public-school districts, charter schools, private schools, and homeschooling. Enrollment goal is 1,400 students. Diverse races and ethnicities are represented among our students as shown

Student Demographics	Count	Percent
Gender		
Female	305	48.96%
Male	318	51.04%
Ethnicity		
Hispanic-Latino	182	29.21%
Race		
American Indian - Alaskan Native	4	0.64%
Asian	51	8.19%
Black - African American	327	52.49%
Native Hawaiian - Pacific Islander	0	0.00%
White	29	4.65%
Two-or-More	30	4.82%
Economic Disadvantage		
Economic Disadvantage Total	345	55.38%
Free Meals	98	15.73%
Reduced-Price Meals	76	12.20%
Other Economic Disadvantage	171	27.45%

Mansfield Heritage K8, located at 10701 Heritage Pkwy, Grand Prairie, TX 76065. ILTexas Mansfield Heritage K8 was the newest campus to be built in Tarrant County. ILTexas MHK8 serves scholars in grades PreK to 8th. Our school uses the lottery system to enroll scholars. 55% our students are considered at an economical disadvantage.

Strengths

Our school is ethnically diverse and enrollment is increasing.

School Population	Count	Percent
Student Total	**623**	**100%**
Pre-Kindergarten Grade	71	11.40%
Kindergarten Grade	106	17.01%
1st Grade	110	17.66%
2nd Grade	88	14.13%
3rd Grade	89	14.29%
4th Grade	78	12.52%
5th Grade	81	13.00%

Our school serves all scholars including but not limited to: gifted and talented, emergent bilinguals, exceptional

education, fine arts, and athletics. We are a language/leadership school and our scholars graduate mastering the English, Chinese, and Spanish languages. Our school places emphasis on strengthening the mind, body, and character. These together help our scholars to be able to compete in the global society.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
2	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
3	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.
4	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

★ = Priority

Student Learning

Summary

Early projections has MHK8 growing 10 points in D2 from 70% in 2025 to 80% in 2026.

Early projections has MHK8 regressing 5 points in D2 from 81% in 2025 to 76% in 2026.

Campus Projected Scores	Charter Rank	Approaches	Meets	Masters
3-5 Math (Scale Score 72, Letter Grade C)	5th	70%	45%	18%
6-8 Math (Scale Score 71, Letter Grade C)	8th	71%	35%	12%
3-5 RLA (Scale Score 79, Letter Grade C)	4th	78%	55%	23%
6-8 RLA (Scale Score 87, Letter Grade B)	4th	83%	57%	30%
8 SS (Scale Score 77, Letter Grade C)	3rd	70%	46%	20%
All EOC	8th	95%	84%	28%
Alg 1 (Scale Score 91, Letter Grade A)	8th	94%	67%	33%
Eng 1 (Scale Score 92, Letter Grade A)	15th	100%	89%	18%

Strengths

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All students receive instruction in both Spanish and Mandarin Chinese beginning in Pre K and continuing through 8th Grade.

Students at the Pre K through 1st Grade levels participate in a two-way dual language program

All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis

Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, accelerated learning, and extensions

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	Lack of ESL certified teachers and the need for more training on implementation of EB strategies.
2	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
3	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

★ = Priority

School Processes & Programs

Summary

*We teach the state required curriculum (TEKS) & ILTexas adopted High Quality Instructional Materials (HQIM)

*Charterwide, ILTexas follows the same scope and sequence (YAG: Year at a Glance & daily pacing tools) for our 8 coure departments (Math, RLA, Science, Social Studies, Chinese, Spanish, Fitness & Leadership)

*ILTexas High School Personal Graduation Plans (PGP) Guidelines

*Adjustments and focus areas will be data driven and based off of Leadership Report Card/Lead4ward Priority Clusters (Priority TEKS Clusters) & MAP data (for relevant courses).

*Emphasis will be placed on data highlighting the most crucial gaps and priority TEKS (not only highly weighted, but also those foundational for vertically aligned next course) while also addressing socio-cultural competence.

*Teacher course specific support and resources are available on the teacher C&I Landing Page(which has a deeper dive into each department).

Program Model:

*PK - 1 will follow our research based K-5 Two-Way DLI Program Model to teach content through language and language through content.

Note: While we begin teaching the curriculum day 1, an emphasis and priority will be placed on building relationships and setting norms the first days of school

As a campus going into their second year of being open, the utmost priority is student safety with an emphasis on establishing quality routines and procedures with the second priority being academic success for all students.

We have staff with a diverse background, with teachers that are new to teaching, coming from other ILTexas campuses, or are new to the charter. To ensure student success, there must be an emphasis on aligning curriculum and instruction across the campus and charter. To support with this, MHK8 will collaborate effectively with instructional coaches and support all of our teachers. There is a need to strengthen the content knowledge with our teachers in order for teachers to learn the depth and complexity of standards and TEKS guidelines. The charter data and campus data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the IPP planning process for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

Staff Recruitment and Retention: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. As a charter, we have a mentor program to support first year teachers, and there is district, campus, and grade level support provided to all new staff.

Technology: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 3-8 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk. Resources (Eduphoria, Forethought, Staff Climate Survey)

Strengths

Curriculum, Instruction, and Assessment: Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the support of subject matter experts, teachers are able to get more support in areas of lesson design, curriculum alignment, data analysis, and data-driven instruction.

Staff Recruitment and Retention: Currently attending job fairs and hiring the best teachers

Technology: Each student in grades K-8 has access to technology via chromebooks. Students in grades 3th-8th receive their own personal chromebook for academic usage.

School Processes & Program Strengths: The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Strong systems are in place to ensure organizational and academic strengths.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	Due to funding limitations with a free, public charter schools struggle with competitive pay scales in comparison to bigger public ISDs.
2	On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	With changing standards and instructional programs, our teachers need additional support and instructional strategies training.
3	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

★ = Priority

Perceptions

Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For this school year, the campus will work on streamlining systems related to student discipline, establishing clear campus standards and strengthening staff morale overall.

The students have access to interventions, Fitness Win, Eagle Academy, and tutoring to help them succeed in the next grade level. This year, students received one-on-one mentoring to understand their scores and identify areas for growth needed for the school year.

The mentoring program that assists the new teachers is helpful. The teachers get a sense of relieve and feel supported when they receive positive feedback from their mentor.

Teachers highlight the diversity of the school and the languages students are learning. The school officer helps everyone feel safe, and our safety committee is an effective system in place. We celebrate teachers and cultures, and teachers feel they make lasting friendships.

Teachers feel supported by administration. The teacher success plans are in place for teachers that need it. There are multiple opportunities for professional developments, weekly and every 6 weeks. Teachers feel they need more time to work on their assignments they need to catch up on.

Strengths

Campus strengths are the positive culture and climate and which staff feels as if they are a "family" with a "family-oriented" environment.

The students have access to interventions, Fitness Win, Eagle Academy, and tutoring to help them succeed in the next grade level. This year, students received one-on-one mentoring to understand their scores and identify areas for growth needed for the next school year.

The mentoring program that assists the new teachers is helpful. The teachers get a sense of relieve and feel supported when they receive positive feedback from their mentor.

Teachers highlight the diversity of the school and the languages students are learning. The school officer helps everyone feel safe, and our safety committee is an effective system in place. We celebrate teachers and cultures, and teachers feel they make lasting friendships.

Teachers feel supported by administration. The teacher success plans are in place for teachers that need it. There are multiple opportunities for professional developments, weekly and every 6 weeks. Teachers feel they need more time to work on their assignments they need to catch up on.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.
2	We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional	While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
2 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.
3 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	Lack of ESL certified teachers and the need for more training on implementation of EB strategies.
4 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	Due to funding limitations with a free, public charter schools struggle with competitive pay scales in comparison to bigger public ISDs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **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**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability 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**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

By the end of the 26-27 school year, 100% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from ___% achieving a C or higher the previous year (to be updated once our ratings come out in August).

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase their performance at the Meets Performance Level on State Assessments by 15-20%.

Evaluation Data Source: Benchmark data, STAAR

Strategy 1

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff
strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the
STAAR Reading assessment.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/
EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of
Instruction, Instructional Coaches

Funding Sources: Tech/Communications, Databases, Office supplies 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Strategy 2

The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction
(CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff
as it pertains to Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased EB student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/
EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of
Instruction, Instructional Coaches

Funding Sources: Databases, Tech/Communications, Office Supplies 211 - Title I School Improvement,

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy

Provide online programs and supplemental materials for ELAR, math, science, and social studies to include Study Island, Mathia, Zearn, IXL, iStation, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic
achievement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Dean, ICs, Admin

Funding Sources: supplies and contracted services 211 - Title 1-A, $40,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

By the end of the 26-27 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math
and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Strategy 1

The math department will develop a plan for data analysis that includes MAP data, Eureka and Carnegie
assessments, and Interim assessments and will include regular data talks in the PLC scope and sequence as well as data day
agendas.

Strategy's Expected Result/Impact: Increased Student Success

Staff Responsible for Monitoring: Principals, K-2 Assist. Principal, Dean of Instruction and Instructional Coaches

Funding Sources: Office Supplies, Databases, Tech/Communications 211 - Title I School Improvement,

Formative Reviews

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Strategy 2

Provide professional development sessions, classroom modeling, and coaching to support teachers as they
implement HQIM. Team providing professional development will also receive capacity building sessions on providing the
most effective and high leverage PD.

Strategy's Expected Result/Impact: Teachers will more fully comprehend the structure, intent, and delivery
strategies within the HQIM used in the math classrooms.

Staff Responsible for Monitoring: ED of ACademics, PD Coordinator, Math Director and Math Area Coaches

Funding Sources: Databases, Tech/Communications, Office Supplies 211 - Title I School Improvement,

Formative Reviews

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Performance Objective 3

ILTexas will provide resources that includes training and each campus will address the psychological, social, and behavioral needs
of students to reduce the number of bullying incidents (including cyberbullying) and increase the students' readiness to learn.

Evaluation Data Source: Docuware bullying reports, Skyward discipline data, and Rhithm reports.

Strategy 1

school counselors will provide research-based classroom guidance students, designed to reduce bullying
incidents, during first semester and again second semester.

Strategy's Expected Result/Impact: Increase students' readiness to learn as measured by Rhithm, and decrease
number of bullying incidents as documented in Docuware

Staff Responsible for Monitoring: HQ counseling staff, school counselors, principal, and APs.

Funding Sources: Tech/Communications, Databases, Office Supplies 211 - Title I School Improvement,

Formative Reviews

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Goal 2

By the end of the 26-27 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75% of graduates will have met their Individual Wellness Assessment goals.

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, the parent survey will reflect effective communication between the school and the stakeholders, and parent volunteer numbers will be at least 50.

Strategy 1

Provide parents an opportunity to join PTO, hold events on campus, and provide timely information regarding school activities for parents.

Strategy's Expected Result/Impact: Increase in parental involvement to foster positive school community relationships.

Funding Sources: Family Engagement meeting supplies 211 - Title 1-A,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

By the end of 26-27 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all
fine art courses.

Strategy's Expected Result/Impact: 90% result

Staff Responsible for Monitoring: Kerri Keller, Dir. of FIne Arts, campus Dean's for K-8 and AP's 9-12 grade.

Formative Reviews

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Strategy 3

Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

Strategy's Expected Result/Impact: Increased communication with parents and families. Improved student outcomes.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Strategy 4

Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost

Formative Reviews

November	January	May	June

Strategy 5

Build capacity of families and staff to partner effectively to improve student outcomes by providing professional development for staff on the value and utility of parents, and providing parents with resources to support student learning outside of the classroom.

Formative Reviews

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Goal 3

By the end of the 26-27 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved the previous school year (will update in August).

Performance Objective 1

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 26-27 School Year.

Evaluation Data Source: Increase Teacher Retention

Strategy 1

Each curriculum and instruction department will provide continuous training in the TEKS and instructional
strategies through content PLC meetings, data day analysis, professional learning days, and other professional learning
opportunities.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Campus Leadership Curriculum and Instruction Departments

Funding Sources: Databases, Tech/Communications, Office Supplies 211 - Title I School Improvement,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 26-27 School
year.

Strategy 1

Provide vendor training and coaching support for math, Reading and Special Education teachers implementing new curriculum

Strategy's Expected Result/Impact: Teachers will feel successful in the classroom because they are able to use the
adopted curriculum effectively and their students are successful on assessments.

Staff Responsible for Monitoring: Subject matter experts and Campus leadership

Funding Sources: Office Supplies, Tech/Communications, Databases 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Committees

Committees

CNA/CIP Committee

Members

First Name	Last Name	Position	Committee Role
Tammy	Cooper	PTO Vice President	Parent
Monique	Chambers	PTO President	Parent
Steven	Schrock	Parent	Parent
Bryce	Partlow	Community Member	Community Member
Jocelyn	Harp	GLA	Teacher
Aaron	Ervin	Band Teacher	Teacher
Jerrett	McCreight	Athletic Coordinator	Teacher
Wenwen	Dou	LOTE Teacher	Teacher
Curtricia	Gilbert	Counselor	Staff
Kelvin	Bradford	SPED Coordinator	Staff
Amanda	Alvarez	Teacher/GLA	Teacher
Dr. Patricia	Ramos	Executive Officer	Area Office Support
Alesha	Walpole	Associate Principal	Administrator
Jose	Luna	Principal	Administrator

Funding Summary

Funding Summary

211 - Title 1-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	supplies and contracted services	--	$40,000.00
2	1	1	Family Engagement meeting supplies	--	$0.00
				Sub-Total	$40,000.00

211 - Title I School Improvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tech/Communications, Databases, Office supplies	--	$0.00
1	1	2	Databases, Tech/Communications, Office Supplies	--	$0.00
1	2	1	Office Supplies, Databases, Tech/ Communications	--	$0.00
1	2	2	Databases, Tech/Communications, Office Supplies	--	$0.00
1	3	1	Tech/Communications, Databases, Office Supplies	--	$0.00
3	1	1	Databases, Tech/Communications, Office Supplies	--	$0.00
3	2	1	Office Supplies, Tech/Communications, Databases	--	$0.00
				Sub-Total	$0.00