

Garland Independent School District
Lakeview Centennial High School
Campus Improvement Plan
2020-2021



Mission Statement

Lakeview Centennial High School seeks to create a challenging learning environment with high expectations for all through the development of appropriate instruction that allows for individual differences. Our school will promote a safe, orderly, caring, and supportive environment through positive relationships with students, staff, and community.

Vision

Preparing students for tomorrow – inspiring them today

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Lakeview Centennial High School has an enrollment of 2,570 students. This is an increase of 112 students from 2019-2020. Enrollment is designated in the following: 602 12th, 629 11th, 672 10th, and 667 9th.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to discipline data African American students receive exclusionary discipline dis proportionality of other student subpopulations.

Student Learning

Student Learning Summary

Due to COVID. State Accountability Data was not available. 18-19 STAAR Data will be used for 20-21.

Student Learning Strengths

Lakeview Centennial High School received four distinctions in ELA, Science, Social Studies, and Postsecondary Readiness.

40-43 percent of our student body is enrolled in at least one Dual Credit course.

40-43 percent of the student body is part of a Magnet program.

Lakeview received the award for highest FAFSA completions in 2019 for the second year in a row.

English I and English II received the highest EOC scores in the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Problem Statement 2: Due to the COVID 19 Pandemic, Lakeview Centennial HS has identified the following need: equitable access to digital learning materials at home for students without devices. **Root Cause:** Lack of resources and devices at home for our students.

School Processes & Programs

School Processes & Programs Strengths

Lakeview Centennial High School received four distinctions in ELA, Science, Social Studies, and Postsecondary Readiness.

40-43 percent of our student body is enrolled in at least one Dual Credit course.

40-43 percent of the student body is part of a Magnet program.

Lakeview received the award for highest FAFSA completions in 2019 for the second year in a row.

English I and English II received the highest EOC scores in the district.

2019 Seniors earned over 7,000 Dual Credit hours

43% of teachers in two content areas had overlapping conference times for PLC on A or B day schedule according to the Master Schedule

7 or more sections of intervention classes are offered for struggling students in English and Math content areas according to the Master schedule

All students and teachers have access to iPads and Chromebooks. LCHS continue SKYWARD KIOSKS to track tardiness. 1:1 Coach has been effectively used to help teachers use technology in classrooms and the school community remains connected with social networking, Google Classroom, Twitter, and Facebook.

Perceptions

Perceptions Strengths

*The climate at LCHS is supportive and contributes positively to the overall effectiveness of student success. Teachers and staff collaborate with each other and administration is supportive and visible.

The GISD surveys included the following comments in regards to school climate and culture:

Great communication from teachers and administrators

Administration is supportive and always available

Priority Problem Statements

Problem Statement 1: According to discipline data African American students receive exclusionary discipline dis proportionality of other student subpopulations.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Goals





Revised/Approved: September 28, 2020

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in English I and English II demonstrating literacy as measured by Meets Grade Level performance on EOC English I and II, will increase from 69.4%/66.1% to 90% by 2025. (20-21 interim goal = 74.6%/71.3)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Summative Evaluation: None

Strategy 1: Teachers, RtI Facilitator, and Title I Instructional Aide will provide, facilitate, and oversee targeted instruction to at-risk students in the areas of English Strategy's Expected Result/Impact: Increase in English EOC scores. Staff Responsible for Monitoring: Intervention Teachers, RtI Facilitator, Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Title 1 Achieve 3000 - 6300 Supplies and Materials- Title I Funds - \$9,810	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups , including Special Education, ELL, and Asian to reduce gaps in achievement with performance in English I and II to ensure state and federal performance targets are met. Strategy's Expected Result/Impact: Increase in EOC scores for ALL students at the Meets and Masters Level. Staff Responsible for Monitoring: EOC Teachers, Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Supplemental Resources - 199 - PIC 24 State Comp Ed Funds - \$3,500, Supplemental Pay - 199 - PIC 24 State Comp Ed Funds - \$3,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2020 to 76% by 2025. (SY2021 interim goal = 43.7%)

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation: None

Strategy 1: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups to reduce gaps in achievement with performance of ELL students to ensure state and federal performance targets are met. Strategy's Expected Result/Impact: Increase in TELPAS performance Staff Responsible for Monitoring: ELL teachers, LPAC, and administrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1 Funding Sources: Supplemental Resources/Pay - 199 - PIC 25 Bil./ESL State Allotment Funds - \$9,949	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will regularly preview key vocabulary and implement the use of academic response frames (sentences stems) in daily instruction to address the language acquisition needs of English learners. Strategy's Expected Result/Impact: Increase in ELL State Accountability Staff Responsible for Monitoring: ELL Teachers, LPAC, Administrators Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in Biology demonstrating scientific understanding as measured by Meets Grade Level performance on EOC Biology, will increase from 70.3% to 80% by 2025. (20-21 interim goal = 75.1%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Summative Evaluation: None

Strategy 1: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups, including Special Education and ELL, to reduce gaps in achievement with performance in Biology to ensure state and federal performance targets are met. Strategy's Expected Result/Impact: Increase in Biology EOC performance Staff Responsible for Monitoring: Biology Teachers, Administration Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1 Funding Sources: Supplemental Pay - 199 - PIC 24 State Comp Ed Funds - \$3,500, Supplemental Resources - 199 - PIC 24 State Comp Ed Funds - \$3,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 1: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 34.7% in 2020 to 90% by 2025. (SY2021 interim goal = 49.9%)

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation: None

Strategy 1: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups , including Special Education, ELL, and White to reduce gaps in achievement with performance in Algebra I to ensure state and federal performance targets are met. Strategy's Expected Result/Impact: Increase in EOC scores for ALL students at the Meets and Masters Level. Staff Responsible for Monitoring: EOC Teachers and Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Supplemental Resources - 199 - PIC 24 State Comp Ed Funds - \$3,500, Supplemental Pay - 199 - PIC 24 State Comp Ed Funds - \$3,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers, RtI Facilitator, and Title I Instructional Aide will provide, facilitate, and oversee targeted instruction to at-risk students not showing growth in the areas of Math. Strategy's Expected Result/Impact: Increase in Algebra I scores that demonstrate growth in sub-population areas. Staff Responsible for Monitoring: Intervention Teachers, RtI Facilitator, Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause





Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 53% in 2020 to 70% in by 2025 and SAT School Day Mathematics will increase from 31% in 2020 to 50% by 2025. (SY2021 EBRW interim goal = 58%; 2021 math interim goal = 32%)

Evaluation Data Sources: College Board's SAT district summary report

Summative Evaluation: None

Strategy 1: All teachers will utilize Shmoop with students to practice and strengthen SAT reading/writing and math skills Strategy's Expected Result/Impact: An increase in the 11th grade SAT Reading/writing and Math percentages that meet the district goals Staff Responsible for Monitoring: Administrators, Dept. Heads Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of students earning qualifying criterion score on AP exams will increase from 37% in 2020 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY2021 interim goal = 39%)

Evaluation Data Sources: College Board's AP district summary report

Summative Evaluation: None





Strategy 1: Teachers incorporate activities from professional development into current curriculum to increase rigor and target critical reading and writing skills, STEM, math problem-solving skills, and enhance collaboration skills. Strategy's Expected Result/Impact: Increase in participation and qualifying scores. Staff Responsible for Monitoring: Administrators Funding Sources: AP Summer Institute - 6200 Contracted Services/Registration- Title I Fun - \$5,817	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 51.7% in 2020 to 35% by 2025. (SY2021 interim goal = 45.9%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation: None

Strategy 1: High Risk students will participate in the "Just Say Yes" mentoring program to reduce potential discipline issues by targeting social skills within disproportional exclusionary consequences. Strategy's Expected Result/Impact: Reduction in the number of exclusionary discipline Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.6 Problem Statements: Demographics 1 Funding Sources: Mentoring - 199 - PIC 24 State Comp Ed Funds - \$21,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: According to discipline data African American students receive exclusionary discipline dis proportionality of other student subpopulations.





Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 8: Percent of students successfully completing graduation requirements will increase from 93.3% in 2019 to 95% by 2025 as measured by 4-year graduation rates and 61.6% in 2019 to 80% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards. (SY1920 graduation rate interim goal = 94.3%; 1920 CCMR interim goal = 63.1%)

Evaluation Data Sources: TEA graduate reports (June); Annual Texas Academic Performance Report (TAPR)

Summative Evaluation: None

Strategy 1: Teachers will incorporate AVID and Gifted/Talented strategies into the curriculum for school wide implementation. Strategy's Expected Result/Impact: Increase in all students being classified as CCMR. Staff Responsible for Monitoring: AVID Coordinators, Administrators Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: AVID Summer Institute - 6200 Contracted Services/Registration- Title I Fun - \$5,817	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Counseling staff will implement a "Go Center" for students and parents to have access to planning for college, career, and/or military. Strategy's Expected Result/Impact: Increase in students meeting the CCMR standards Staff Responsible for Monitoring: Lead Counselor, Administration Funding Sources: Supplies and Materials for CCMR - 199 - PIC 24 State Comp Ed Funds - \$3,594	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025. Staff Responsible for Monitoring: Administrators Counsels Teachers - CTE Teachers - Academic TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 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 Parent Involvement Staff Responsible for Monitoring: Administrators, CIP Team Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: 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 policy will be made available at no cost. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Administrators, CIP Team Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All incoming ninth grade students will be given opportunities to participate in transition activities to be prepared academically and socially for the high school experience. Strategy's Expected Result/Impact: Increased student academic success Staff Responsible for Monitoring: Administrators, Counselors, and Teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 9: By May 2021, we will increase parent attendance from 15 percent to 20 percent at parent information meetings throughout the year.

Strategy 1: Administration and Faculty will provide opportunities in the fall and spring semester educating parents on technology in the classroom, PSAT and SAT, FAFSA, Dallas County Promise, AVID and other high school relevant topics. Strategy's Expected Result/Impact: Increase parents' knowledge Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 3.2 Funding Sources: Title I Parent Involvement - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$2,015	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 10: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Current SPED Students: Reading Academic Achievement from 18 (2019) to at least 19 (min target)

Current SPED Students: Mathematics Academic Achievement from 10 (2019) to at least 23 (min target)

Current SPED Students: Federal Graduation Rate from 75.9 (2019) to at least 90 (min target)

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups to reduce gaps in achievement with performance of Special Education students to ensure state and federal performance targets are met. Strategy's Expected Result/Impact: Special Education students meeting the minimum student performance targets. Staff Responsible for Monitoring: EOC teachers, special education teachers, administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Supplemental Resources and Supplemental Pay - 199 - PIC 23 SPED State Allotment Funds - \$5,764	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 1: There was a decline in EOC scores for Algebra I, Biology, and US History in the categories of approaching and meets. Root Cause

Goal 2: Magnet Funding Justification

Performance Objective 1: By January 2020, teachers and students will have 100 percent of requested resources needed for the successful implementation of all the magnet programs.

Strategy 1: Magnet Advisor will oversee and maintain all recruitment, enrollment, good standing, advisement and advancement of all magnet programs. Strategy's Expected Result/Impact: Recruitment Data Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$16,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Collegiate Academy teachers and students will have access to resources to supplement the Collegiate Academy program. Strategy's Expected Result/Impact: Program Activities Dual Credit hours earned Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$14,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PTech Teachers and Students will have access to resources to supplement the PTech program Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: PTech Principal, Magnet Advisor, Campus Principal Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$14,625	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Law teachers and students will have access to resources to supplement the Law program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$14,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: TV production teachers and students will have access to resources to supplement the TV production program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$18,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Business teachers and students will have access to resources to supplement the Business program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$10,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7: Classical teachers and students will have access to resources to supplement the Classical Program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$18,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: FTI teachers and students will have access to resources to supplement the FTI program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration Funding Sources: Supplemental Resources - 199 - Magnet Funds - \$10,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	10	1	Teachers will create strategic flexible groups for after school tutoring in addressing specific groups to reduce gaps in achievement with performance of Special Education students to ensure state and federal performance targets are met.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
John Ballinger	RtI Facilitator	Title I, Part A	1.0
Sandra Carrizales Mireles	Title I Instructional Aide	Title I, Part A	1.0

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Maresa Bailey	Principal
Business Representative	Karen Sowers	McKenna Group - Business Rep
Student	Breyana Robinson	Student
Parent	Bryan Robinson	Parent
Classroom Teacher	Christopher Fleming	CTE Teacher
Classroom Teacher	Kelvin Perry	Science Teacher
Classroom Teacher	Da'on Boulanger-Chatman	VAPA Teacher
District-level Professional	John Hatch	Social Studies Coordinator
Classroom Teacher	John Jenkins	Special Education Teacher
Non-classroom Professional	Tracy Stafford	Counselor
Parent	Elizabeth Harris	Parent

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Supplemental Resources and Supplemental Pay		\$5,764.00
Sub-Total					\$5,764.00
Budgeted Fund Source Amount					\$5,764.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Resources		\$3,500.00
1	1	2	Supplemental Pay		\$3,500.00
1	3	1	Supplemental Pay		\$3,500.00
1	3	1	Supplemental Resources		\$3,500.00
1	4	1	Supplemental Resources		\$3,500.00
1	4	1	Supplemental Pay		\$3,500.00
1	7	1	Mentoring		\$21,000.00
1	8	2	Supplies and Materials for CCMR		\$3,594.00
Sub-Total					\$45,594.00
Budgeted Fund Source Amount					\$45,594.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental Resources/Pay		\$9,949.00
Sub-Total					\$9,949.00
Budgeted Fund Source Amount					\$9,949.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Resources		\$16,000.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplemental Resources		\$14,000.00
2	1	3	Supplemental Resources		\$14,625.00
2	1	4	Supplemental Resources		\$14,000.00
2	1	5	Supplemental Resources		\$18,000.00
2	1	6	Supplemental Resources		\$10,000.00
2	1	7	Supplemental Resources		\$18,000.00
2	1	8	Supplemental Resources		\$10,000.00
Sub-Total					\$114,625.00
Budgeted Fund Source Amount					\$114,625.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	AP Summer Institute		\$5,817.00
1	8	1	AVID Summer Institute		\$5,817.00
Sub-Total					\$11,634.00
Budgeted Fund Source Amount					\$11,634.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Achieve 3000		\$9,810.00
Sub-Total					\$9,810.00
Budgeted Fund Source Amount					\$9,810.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Title I Parent Involvement		\$2,015.00
Sub-Total					\$2,015.00
Budgeted Fund Source Amount					\$2,015.00
+/- Difference					\$0.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$199,391.00

Addendums