

**Irving Independent School District**  
**Lady Bird Johnson Middle School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

The mission of Lady Bird Johnson Middle School is to ensure high levels of learning and personal growth for ALL students in order to cultivate leaders, innovators, and global citizens.

## Vision

We empower learners to create innovative, authentic solutions that benefit our global community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lady Bird Johnson Middle Schools continues to be a very diverse campus. 2021-2022 demographic data for the campus reveals a large increase in the number of English Learners on campus compared to the previous year (44% vs. 38%). The number of students classified as At-Risk also increased to 63%.

2020-2021 Student Data:

### Total Student Count

928 (6th-288; 7th-319; 8th-321)

### Gender Breakdown

459 Females 469 Males

### Ethnicity Breakdown

69% Hispanic

18% African American

7% White

4% Asian

2% American Indian

1% Two or More Races

### Other Campus Demographics

Special Education - 9% (87 students)

Gifted/Talented - 18% (168 students)

English Learners - 44% (407 students)

Economically Disadvantaged - 84.2% (781 students)

At Risk - 63% (582 students)

## **Demographics Strengths**

Johnson Middle School is a very diverse campus with a multitude of cultures represented. At JMS, we take pride in the number of various cultures and partner with our community to celebrate diversity in a variety of ways. JMS students, staff, and community members have collaborated to hold events that celebrate the rich diversity represented on campus. Johnson Middle School is committed to increasing parent and community involvement to support the academic and social development of our students.

# Student Achievement

## Student Achievement Summary

The table below shows the STAAR student achievement data from the 2020-2021 school year.

	<b>Approaches Grade Level (%)</b>	<b>Meets Grade Level (%)</b>	<b>Masters Grade Level (%)</b>
Math 6	50	13	2
Math 7	48	21	6
Math 8	30	15	5
Reading 6	44	19	8
Reading 7	53	31	14
Reading 8	56	23	4
Writing 7	47	20	6
Science 8	46	19	6
Social Studies 8	33	10	4
Algebra 1 EOC	62	18	10
Eng 1 EOC	80	70	17
Biology EOC	86	69	24

## Student Achievement Strengths

Despite the challenges of a world-wide pandemic, Lady Bird Johnson Middle School maintained a STAAR participation percentage of >90% (93%).

# School Culture and Climate

## School Culture and Climate Summary

At Lady Bird Johnson Middle School, students and visitors are welcomed to campus by a friendly front office that seeks to assist with any needs they may have. JMS has a Parent Center that is staffed with a Parent Liaison on a full time basis. The Parent Liaison works to involve parents in checking students grades, providing extended learning opportunities, and providing opportunities to volunteer on campus. All students are welcomed each day by campus staff and are provided breakfast and lunch free of charge. The staff of Lady Bird Johnson Middle School is committed to ensuring all students are academically successful and grow into well-rounded students that are prepared for high school.

## School Culture and Climate Strengths

At JMS, the staff are committed to ensuring all students are successful. Students and staff are provided with a large number of opportunities to be involved on campus in various ways. Students are afforded the opportunity to participate in athletics, fine arts, and join various clubs and organizations. JMS has a successful PBIS system that focuses on students, and staff, earning Eagle Bucks that can be redeemed for various incentive prizes. Students earn Eagle Bucks by demonstrating good character and a commitment to their academic and social success.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

At Lady Bird Johnson Middle School, we have established processes that support the recruitment and retention of outstanding staff members. In addition to the support provided by Irving ISD for all new teachers, new-to-campus JMS teachers receive a campus mentor and participate in the JMS New Teacher Academy designed to support the growth and development of each teacher. Teachers will participate in coaching sessions with campus staff, including campus administration and support staff. All core content teachers are also provided with a department/team planning time daily in addition to their conference time. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time.

## **Staff Quality, Recruitment, and Retention Strengths**

JMS maintained a very high retention rate entering the 2021-2022 school year and celebrated a number of staff promotions to various positions within Irving ISD. The reduction in the number of new-to-campus teachers has assisted in the continued development of a consistent campus culture that is focused on student learning and staff collaboration.



# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

At Lady Bird Johnson Middle School, teachers use the district curriculum as a basis to plan and deliver instruction to students. JMS core content teachers have common planning times with their departments to use the DuFour Professional Learning Community (PLC) model to plan for instruction, intervention, and extension. Teachers use a wide range of models for student formative and summative assessments and use a wide range of data to plan instruction and intervention opportunities for students.

## **Curriculum, Instruction, and Assessment Strengths**

The JMS department PLC planning model has been successful in improving the quality of instruction provided in core content areas. The campus has implemented a specific process for planning each unit in the Irving ISD Curriculum and for analyzing data gathered from common assessments on each grade level team to assist in providing targeted intervention to students based on individual needs.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

At Lady Bird Johnson Middle School, we have the following parent involvement nights:

1. Back to School Night
2. Coffee with Counselors
3. AVID Parent Night
4. Library Nights (with embedded curriculum nights for ELAR, Math, Science, and Social Studies)
5. Open House in March during Texas Public Schools Week

In addition, we employ a full time Parent Liaison and maintain a successful Parent Center in the front of the building near the main office.

## **Parent and Community Engagement Strengths**

JMS offers many opportunities for families to engage and partner with our staff in order to support the growth of students.

# School Context and Organization

## School Context and Organization Summary

At Lady Bird Johnson Middle School, the Master Schedule is designed with built-in, daily planning time for all core content teachers. This time is designed for professional staff to answer the four guiding questions of professional learning communities:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do if they already know it?

## School Context and Organization Strengths

At JMS, teachers collaborate with the purpose of improving instruction for students which leads to improved academic success. Teacher planning time is also focused on teacher professional development with regard to instructional best practices. Teachers should be and are the lead learners on campus.

# Technology

## Technology Summary

At Lady Bird Johnson Middle School, we strive to be leaders in instructional technology methods, technology infrastructure, and equipment needs. Our campus improvement plan aligns with district expectations and board goals when it comes to educational technology.

## Technology Strengths

As part of the Verizon Innovative Learning Schools program, all students at JMS are provided an iPad for use at school and at home. In addition to the iPad, students are also provided with up to 30GB of data directly from Verizon each month. This allows students without internet access at home to extend their learning opportunities outside of the normal school day. Teachers are also provided a robust menu of professional development opportunities specifically designed to improve the utilization of technology to enhance instruction. For 2021-2022, JMS is opening a Verizon Innovative Learning Lab which will offer STEM-focused experiences and curriculum in partnership with Verizon and Arizona State University.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 9% by 2024.





**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 42.6%% to 50% by May 2022.

\*\*Increase the percentage of Special Education students from 22.6% to 30% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Johnson Middle School will implement quality questioning strategies focused on structured academic conversations across all content areas in order to improve student growth in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Department Chairs                      PLC Team Leads                      Academic Specialist                      Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Johnson Middle School will implement AVID (WICOR) strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of WICOR strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all ELAR classes either through strategic, in-class, differentiated instruction or specifically designed Reading Tier 3 Interventions conducted during the school day as part of PEAK and SOAR intervention time (HB 4545).</p> <p><b>Strategy's Expected Result/Impact:</b> MOY MAP Reading testing will demonstrate students are on target to meet the MAP goals of 50% of students meeting or exceeding projected MAP growth (30% for Special Education students).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
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**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 9% by 2024.

**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 26.9% to 33% by May 2022.

\*\*Increase the percentage of EL students from 12.1% to 20% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Johnson Middle School will implement quality questioning strategies focused on structured academic conversations across all content areas in order to improve student growth in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Department Chairs                      PLC Team Leads                      Academic Specialist                      Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Johnson Middle School will provide extension opportunities within the school day and outside the school day in all ELAR classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during PEAK or SOAR intervention time (HB 4545).</p>	Formative			Summative
	Nov	Feb	Apr	June

**Strategy's Expected Result/Impact:** MOY MAP Reading testing will demonstrate students are on target to meet the STAAR meets or higher goal of 33% based on the Projected Proficiency Report (20% goal for EL students).

**Staff Responsible for Monitoring:** Administrators

Department Chairs

PLC Team Leads

Academic Specialist


Interventionists


**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF**

**Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Supplemental Instructional Materials - 211 - Title I-A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.





**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 51.6% to 60% by May 2022.

\*\*Increase the percentage of African American students from 45.0% to 55% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Math classes in order to improve student growth in Mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Johnson Middle School will implement AVID (WICOR) strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of WICOR strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Johnson Middle School will provide intervention/remediation and extension opportunities within the school day in all Math classes either through strategic, in-class, differentiated instruction or specifically designed Math Tier 3 Interventions conducted during the school day as part of PEAK and SOAR intervention time (HB 4545).</p> <p><b>Strategy's Expected Result/Impact:</b> MOY MAP testing will demonstrate students are on target to meet the MAP Math goals of 60% of students meeting or exceeding projected MAP growth (55% for African-American students).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Department Chairs            PLC Team Leads            Academic Specialist            Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
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**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 18.0% to 25% by May 2022.

\*\*Increase the percentage of EL students from 11.0% to 20% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Math classes in order to improve student growth in Mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Department Chairs                      PLC Team Leads                      Academic Specialist                      Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Johnson Middle School will provide extension opportunities within the school day and outside the school day in all Math classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during PEAK or SOAR intervention time (HB 4545).</p>	Formative			Summative
	Nov	Feb	Apr	June

**Strategy's Expected Result/Impact:** MOY Math MAP testing will demonstrate students are on target to meet the STAAR meets or higher goal of 25% based on the Projected Proficiency Report (20% goal for EL students).

**Staff Responsible for Monitoring:** Administrators

Department Chairs

PLC Team Leads

Academic Specialist

Interventionists


**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF**

**Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Supplemental Instructional Materials - 211 - Title I-A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 1:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 17.9% to 30% by May 2022.

**\*\*Increase the percentage of EL students from 12.1% to 20% by May 2022.**

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Johnson Middle School will implement quality questioning strategies focused on structured academic conversations in all Algebra 1 classes in order to improve students Meeting or Exceeding grade-level on the 2022 STAAR Algebra 1 End of Course exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the implementation of quality questioning strategies will be seen in over 80% of walk through observations conducted by campus administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Chairs PLC Team Leads Academic Specialist Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Johnson Middle School will provide extension opportunities within the school day and outside the school day in all Math classes either through strategic, in-class, differentiated instruction or through scheduled extension activities during PEAK or SOAR intervention time (HB 4545).</p>	Formative			Summative
	Nov	Feb	Apr	June

**Strategy's Expected Result/Impact:** MOY MAP Math testing will demonstrate students are on target to meet the STAAR Meets grade-level or higher goal of 30% based on the Projected Proficiency Report (20% goal for EL students).

**Staff Responsible for Monitoring:** Administrators

Department Chairs

PLC Team Leads

Academic Specialist


Interventionists


**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF**

**Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Supplemental Instructional Materials - 211 - Title I-A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment (CNA) can be found on pages 4-12 of the Lady Bird Johnson Middle School Campus Improvement Plan. The CNA began in June 2021 for the 2021-2022 school year.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Lady Bird Johnson Middle School Comprehensive Needs Assessment and Campus Improvement Plans were developed and reviewed with the Campus Improvement Team. Team members are identified in Plan4Learning.

### **2.2: Regular monitoring and revision**

The Lady Bird Johnson Middle School Campus Improvement Plan was last revised on October 15, 2019 and posted on the campus website.

### **2.3: Available to parents and community in an understandable format and language**

The Lady Bird Johnson Middle School Campus Improvement Plan (CIP) is available on campus in the Parent Center and on the campus website. The CIP is available in English.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy was developed in March 2019 for the 2019-2020 school year with feedback and input from parents at a Spring Parent Meeting. The policy is available in the Parent Center and has been provided at Parent Meetings.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are held every 6 weeks in conjunction with the counseling department. Meetings are offered during the school day and in the evening on the same day to accommodate as many parents/families as possible.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caroline Gaea	Title 1 Interventionist		
Devon Albert	Title 1 Academic Specialist		
Felicia Higginbotham	Title 1 Academic Specialist		
Judy Hemphill	Title 1 Interventionist		
Lorena De La Garza	Title 1 Parent Liaison		
Luisa Garcia	Title 1 Instructional Aide		

# Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Materials		\$0.00
1	1	3	Supplemental Instructional Materials		\$0.00
1	2	1	Supplemental Instructional Materials		\$0.00
1	2	2	Supplemental Instructional Materials		\$0.00
2	1	1	Supplemental Instructional Materials		\$0.00
2	1	3	Supplemental Instructional Materials		\$0.00
2	2	1	Supplemental Instructional Materials		\$0.00
2	2	2	Supplemental Instructional Materials		\$0.00
3	1	1	Supplemental Instructional Materials		\$0.00
3	1	2	Supplemental Instructional Materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums