Irving Independent School District

Brandenburg Elementary School

2023-2024 Improvement Plan

Mission Statement

Our mission is to sustain a positive, engaging learning environment for every child, every day, whatever it takes!

Vision

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society.

Collective Commitments: To achieve the vision, we describe in our vision statement, our staff will adhere to the following collective commitments.

1. We will provide a welcoming and safe environment for students, parents, staff. Additionally, we will celebrate the cultural diversity of our student body and community.

2. We will model life-long learning by taking advantage of professional development opportunities and having a growth mindset.

3. We will provide a challenging, rigorous, and developmentally appropriate curriculum that addresses individual student needs, is focused on academic growth.

4. We will use assessment information not only to monitor student growth but also to guide our instruction and to inform parents and students of progress.

5. We will support each other as contributing members of a collaborative team.

6. We will work together to achieve our SMART goals.

7. We will encourage the parents to understand that education is an active partnership between the school and its community by providing resources and strategies to help students succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brandenburg has 927 pre-kindergarten to fifth-grade students. At Brandenburg Elementary, about 86% of the students are economically disadvantaged. Brandenburg offers a two way dual language program including Spanish Learners and English Learners. The school is comprised of 59% English Learners, 83% Hispanic students, 1% American/Indian/Alaskan, .5% Asian, 7 % Black, 7% White, and 2% are two or more races.

Demographics Strengths

- Two-way dual language, GT, Fine arts (music and art) We added Drama to fine arts; we separated monolingual GT and Dual language GT
- Brandenburg's mobility rate remains stable and below district and state. 10.2 We get a high influx of kids because of transfers, our dual language program, our fine arts program, and distinctions. We are a sought after school.
- We have a variety of attendance incentives as well as an attendance team actively working to reduce tardiness, truancy, and absences.
- We have an increase in student population despite a decrease in overall population within the district.
- As the dual language program expands to incorporate all grade levels, we've adjusted our staff needs accordingly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged.   **Root Cause:** Teachers have not had explicit professional development on vocabulary development

Student Learning

Student Learning Summary

Looking at data, a higher percentage of students were able to reach their goal in November compared to the previous year, even when a regression is expected after the summer. A trend that stands out is that with continuous planning and collaboration and use of rubrics from teachers, we are to see steady growth.

Student Learning Strengths

- Students have been making consistent progress due to interventions and strategic planning from teachers to target interventions and goals.
- We are working on more incentives to increase attendance. Parents of frequently absent students get called in the morning, and administrators help by picking up students when needed.
- Brandenburg scores higher than the district average on state assessments and earning distinctions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Out of 102 gifted and talented students only 17% achieved masters in all STAAR tested subjects. **Root Cause:** Master schedule focuses on intervention for students to meet progress goals in reading skills.

School Processes & Programs

School Processes & Programs Summary

We have candidates come do in person lessons with students as part of the interview processes. A committee is selected that includes teachers from the grade level team as well as administrators and leadership team members. The district holds a number of recruiting events throughout the year (job fairs, college recruit events). Stipends are offered based on endorsements and certifications for higher need content areas. The district provides pathways for our paraprofessional staff to pursue higher education opportunities. The district has a competitive payscale with surrounding districts. We had a retention rate of greater than 97%.

School Processes & Programs Strengths

- We have candidates come do in person lessons with students as part of the interview processes. A committee is selected that includes teachers from the grade level team as well as administrators and leadership team members.
- We also have a coaching program in place where seasoned and successful teachers help come alongside our newer teachers to coach them through the processes of Paul Bambrick
- We have a campus career day that allows students to see the variety of career opportunities available to them in their futures.
- Each student has one to one access to technology devices.
- PK and Kinder classrooms have touch screen boards as academing tools in the classroom.
- We have vertical alignment teams where teachers volunteer during their planning time to co-teach with an aligned grade level.
- We have instructional leadership teams that support teachers through coaching.
- During planning teachers have an academic specialist present to assist them with aligning the scope and sequence.
- We had a retention rate of greater than 97%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We had 16 bullying reports last year and 17 bullying reports this year: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow **Root Cause:** Academic gaps exist due to a lack of school experience for some students along with behavior challenges due to a lack of teacher training in restorative practices.

Problem Statement 2 (Prioritized): Attendance issues affected at least 6 % students this past year according to State guidelines. **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by the administration to help these students and families establish when it's appropriate for students to miss school.

Perceptions

Perceptions Summary

African American students have the lowest attendance rate with 93.9%. Asian students have the highest attendance rate with 98.2%, Hispanic students are in the middle with 96.6% which is closest to the overall campus attendance rate of 96.3%. The greatest drop from the previous report is for African American students from 99.3% to 93.9%. However, there was a drop in attendance in all race/ethnicity groups. We noticed that the referrals have decreased this year from last year because last year was the first year of students returning to the classroom since COVID. We think this contributed to a lack of social skills due to a less structured environment. There have been 2 DAEP placements, and Out of School Suspension has greatly decreased in comparison to previous years. Parents are much happier that restrictions have been minimized. Surveys have positive results.

Perceptions Strengths

- All staff members were trained on Capturing Kids Hearts strategies.
- A Kindness Ambassadors Club was created to reinforce a sense of belonging and encourage students to be their best selves every day.
- Our campus Dean of Students has consistently met with a small group of students as a preventative measure to coach students on anger management, conflict resolution and social skills.
- Parents are much happier that restrictions have been minimized. Surveys have positive results.
- Students are excited with after school clubs, school plays and genius camp.
- Staff retention rate is steady and not much change. Teachers want to work at Brandenburg, we have approximately 30 students that belong to staff members and many district employees do transfers so their child can attend.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic   **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Priority Problem Statements

Problem Statement 1: 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged.

Root Cause 1: Teachers have not had explicit professional development on vocabulary development

Problem Statement 1 Areas: Demographics

Problem Statement 2: Out of 102 gifted and talented students only 17% achieved masters in all STAAR tested subjects.

Root Cause 2: Master schedule focuses on intervention for students to meet progress goals in reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic

Root Cause 3: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Attendance issues affected at least 6 % students this past year according to State guidelines.

Root Cause 4: A better system of monitoring and addressing this concern must be developed and implemented by the administration to help these students and families establish when it's appropriate for students to miss school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We had 16 bullying reports last year and 17 bullying reports this year: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow

Root Cause 5: Academic gaps exist due to a lack of school experience for some students along with behavior challenges due to a lack of teacher training in restorative practices.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
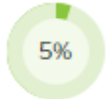- Communications data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Increase the percentage of PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2024.Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

High Priority

HB3 Goal

Evaluation Data Sources: Circle Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will conducts small group instruction with students daily using a pre-emergent/emergent reading model.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will increase English/Spanish proficiency by practicing their reading skills daily in pre-k guided reading groups with the teacher. **Staff Responsible for Monitoring:** Academic specialists, interventionists, Administration, teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I-A		5%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	
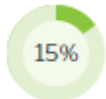
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 80% to 91% by May 2024.

Strategy 1 Details		Reviews			
Strategy 1: Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Phonological awareness will increase due to focus/targeted interventions and lessons. **Staff Responsible for Monitoring:** PK teachers, paraprofessionals, and CIRCLE assessment lead. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		10%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will increase phonological awareness, **Staff Responsible for Monitoring:** academic specialists, admin, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from ___ % to ____% by May 2024.
Increase the percentage of _____ students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from X% to Y% by May 2024."

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in reading fluency and comprehension		**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: academic specialist, interventionist, administration, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I-A		35%			

Strategy 2 Details		Reviews			
Strategy 2: Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increased reading levels and comprehension, increased MAP scores		**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Academic specialists, interventionists, admin, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		15%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged.   **Root Cause**: Teachers have not had explicit professional development on vocabulary development

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/ Spanish combined) from 64 to 84% by May 2024.
Increase the percentage of white students from 69% to 89% by May 2024."

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers and interventionists will conduct RTI Reading lessons daily with students who are not projected to meet or exceed expectations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Student gaps will be filled and scores will improve in meeting or exceeding expectations in MAP				
Staff Responsible for Monitoring: administrations, academic specialists, interventionists, teachers				
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Demographics 1 - Student Learning 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged.   **Root Cause**: Teachers have not had explicit professional development on vocabulary development
Student Learning
Problem Statement 1: Out of 102 gifted and talented students only 17% achieved masters in all STAAR tested subjects.   **Root Cause**: Master schedule focuses on intervention for students to meet progress goals in reading skills.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 50% to 70% by May 2024.
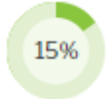Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 46% to 66% by May 2024.
Increase the percentage of economically disadvantaged students from 46% to 66% by May 2024."

High Priority

HB3 Goal

Evaluation Data Sources: mClass Dibels

Strategy 1 Details	Reviews			
Strategy 1: Utilize mCLASS data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality for every student in your class.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectation **Staff Responsible for Monitoring:** Classroom teachers, interventionists, inclusion paraprofessionals, and mClass coordinators. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	15%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6:
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 40% to 60% by May 2024.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers and interventionists will conduct small groups with students who are not meeting and exceeding expectations on MAP daily.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Students who are not projected to meet or exceed growth goals will exceed their growth goals in Math. **Staff Responsible for Monitoring:** Administration, teachers, interventionists, academic specialists **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged. **Root Cause**: Teachers have not had explicit professional development on vocabulary development
Student Learning
Problem Statement 1: Out of 102 gifted and talented students only 17% achieved masters in all STAAR tested subjects. **Root Cause**: Master schedule focuses on intervention for students to meet progress goals in reading skills.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 7: "Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 35% to 46% by May 2024. Increase the percentage of white students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 65% to 75% by May 2024."

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers and interventionists will conduct small groups daily with students who are not projected to meet or exceed on STAAR based off previous scores and MAP	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet academic expectations for Math on MAP and campus reports to ensure that they will perform on STAAR. **Staff Responsible for Monitoring:** administration, academic specialist **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1	**Nov**	**Feb**	**Apr**	**July**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: 68% of students at risk of failing STAAR in reading or math grades 3-5 are economically disadvantaged.   **Root Cause**: Teachers have not had explicit professional development on vocabulary development

Student Learning
Problem Statement 1: Out of 102 gifted and talented students only 17% achieved masters in all STAAR tested subjects.   **Root Cause**: Master schedule focuses on intervention for students to meet progress goals in reading skills.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 8: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 70% to 90% by May 2024.
Increase the percentage of white from 71% to 91% by May 2024."

    High Priority

    HB3 Goal

    Evaluation Data Sources: NWEA MAP

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: The parent and family engagement coordinator for the campus will increase parent involvement by 10%.

    Evaluation Data Sources: volunteer hour logs

Strategy 1 Details				Reviews			
Strategy 1: Our parent and family engagement coordinator will attend the PTO meetings to recruit parent volunteers and get feedback and ideas from parents.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Parent ideas will be taken into account and parents from PTO will recruit more parents to participate and volunteer
    Staff Responsible for Monitoring: principal, parent liaison
 	
    Title I:
4.1
    Funding Sources: Parent and Family Engagement liaison - 211 - Title I-A							

0% No Progress	100% Accomplished	Continue/Modify		Discontinue			

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Brandenburg will implement instructional coaching and mentoring for any teacher who is new to Brandenburg so that they can successfully meet the needs of our students.

> **High Priority**

> **Evaluation Data Sources:** instructional coaching tracker

Strategy 1 Details		Reviews			
Strategy 1: Teachers who are new to Brandenburg or new to teaching will be assigned an instructional coach and mentor		**Formative**			**Summative**
Strategy's Expected Result/Impact: high teacher retention, high teacher growth **Staff Responsible for Monitoring:** administration **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals		**Nov**	**Feb**	**Apr**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify		❌ Discontinue	

State Compensatory

Budget for Brandenburg Elementary School

Total SCE Funds: $36,700.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

An Instructional paraprofessional is funded through SCE and she helps push-in for classroom instruction

Personnel for Brandenburg Elementary School

Name	Position	FTE
Bertha Ortega	Instructional Para	1

Title I

1.1: Comprehensive Needs Assessment

Brandenburg had committees for the Multiple Measures of focus. We started meetings in the Spring of the previous school year with multiple groups including grade levels teams, CIC, Guiding Coalition, PTO, and administration team. The teams checked the data in Plan4Learning and the questions to consider to look at the summary, strengths, and problem statements with their root cause.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders at Brandenburg Elementary are All Pro Dads, CIC, PTO/family engagement team, and Guiding Coalition.

2.2: Regular monitoring and revision

Reviews are conducted four times a year November, February, April, and June. They are documented in Plan4Learning

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

The CIP can be found on the district website. Additionally, it can be requested anytime in the front office. The CIP is available in English. It's translated once a year in Spanish.

3.1: Annually evaluate the schoolwide plan

Our school-wide plan is created at the end of the previous school year after reviewing our goals. After reviewing our progress, current data from climate surveys, academic scores from state assessments, teacher feedback, and parent input, we develop a plan for the current academic school year. We review our progress toward the goal four times a year: November, February, April, and June.

4.1: Develop and distribute Parent and Family Engagement Policy

Brandenburg parent and family engagement policy in English and Spanish can be accessed here

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered in the fall and the spring in the following ways: PTO meetings, All Pro Dads, Literacy night, Math night, PTO fundraisers nights, and parent orientations breakfasts, and parent classes offered on zoom and in person.

5.1: Determine which students will be served by following local policy

NA. for all of Irving because we are not targeted for assistance (federal and lower than 40% low SES).

Title I Personnel

Name	Position	Program	FTE
Elizabeth Armendariz	K-2 Interventionist	Instructional	1
Michelle Aceves	General aide	Instructional	1
Soledad Guerrero	Parent/Family Engagement liason		1
Wendy Diaz	K-5 Math Interventionist		1

Campus Funding Summary

			211 - Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	3	1			$0.00
2	1	1	Parent and Family Engagement liaison		$0.00
				Sub-Total	$0.00