	School Address: 1310 Richwood Rd #1 Monore, LA 71203		
Madison James Foster Elementary	**Grade Span:** PK-6		
	School Mission: To promote academic and professional growt		
Title I Schoolwide Plan	**School Goal:** By May 2026, Madison James Foster will increase		
2026-2027			
School Improvement Team			
Name: Dr. Gary Jackson	**Role**		
	Principal	Dr. Gary Jackson	
	Administrator	April McLaurin	
	Teacher	Vaness Anderson	
	Teacher	Tyesha Jones	
	Teacher	Elijah Mendoza	
	Parent	Valtonika Bosworth	
	Parent	Shamyra Walker	

SIP REVIEW MEETING DATES			
#1 October 2026			
#2 January 2027			
#3 March 2027			
#4 May 2027			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2026-2027**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprenehsive Needs Assessment			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths		Data to Support Claim	
1. Increased overall student proficiency across all tested subjects.		Overall proficiency increased from 6.95% in 2025 to 10.78% in 2026, a gain of 3.83 percentage points.	
2. Significant improvement in Social Studies achievement.		Schoolwide Social Studies proficiency increased from 3.76% to 9.80%, a gain of 6.04 percentage points, the largest subject-area increase.	
3. Improved Science performance, particularly in fourth grade.		Fourth-grade Science proficiency increased from 2.70% to 13.16%, a gain of 10.46 percentage points.	
4. Positive growth in English Language Arts achievement.		Schoolwide ELA proficiency increased from 15.79% to 18.95%, a gain of 3.16 percentage points. Fifth-grade ELA reached 27.5% proficiency.	
5. Strong improvement in fourth-grade overall achievement.		Fourth-grade proficiency across all subjects increased from 7.43% to 13.82%, a gain of 6.38 percentage points, the largest overall grade-level improvement.	
Areas of Improvement		Data to Support Claim	
1. Increase overall student proficiency across all grade levels and subjects.		Only 10.78% of tested results reached Mastery or Advanced in 2026, while 89.22% were below proficiency.	

2. Strengthen Mathematics instruction and student achievement.		Schoolwide Mathematics proficiency was only 7.84%. Fifth-grade Math was 2.5%, and sixth-grade Math was 3.13%.	
3. Improve Science proficiency across grades 3–6.		Schoolwide Science proficiency was 6.54%, with sixth-grade Science at 3.13% and third-grade Science at 4.65%.	
4. Address low sixth-grade academic performance.		Sixth-grade overall proficiency was 7.03%, with declines in Mathematics and Science of approximately 0.58 percentage points each.	
5. Reduce the percentage of students performing at Approaching Basic and Unsatisfactory levels.		Across all subjects, 37.7% of results were Approaching Basic and 31.2% were Unsatisfactory, totaling 68.9%.	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1	Increase the percentage of students achieving Mastery or Advanced across all LEAP-tested subjects through standards-aligned instruction, targeted interventions, and ongoing progress monitoring.	Grades 3–6	
2	Improve Mathematics proficiency by strengthening foundational skills, problem-solving, mathematical reasoning, and targeted small-group instruction.	Grades 3–6, with emphasis on grades 5–6	
3	Increase Science proficiency through high-quality, standards-aligned instruction, scientific investigations, vocabulary development, and analysis of assessment data.	Grades 3–6, with emphasis on grades 3, 5, and 6	

4	Improve sixth-grade student achievement through targeted academic interventions, differentiated instruction, and frequent monitoring of student progress.	Grade 6	
5	Increase ELA proficiency by strengthening reading comprehension, vocabulary acquisition, written responses, and evidence-based analysis of complex texts.	Grades 3–6, with emphasis on grade 4	

Prior Year Data

School SPS

Achieve	10.78%
Grow	To be entered upon offical recieved
Thrive (HS Only)	
Overall SPS	33.2

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
K	40	7	18	52	6	12	39	5	13
1st	37	10	27	34	5	15	53	10	19
2nd	44	3	7	41	0	0	30	0	0
3rd	46	7	15	40	4	10	42	0	0
4th	29	2	7	40	0	0	39	0	0
5th	28	0	0	30	0	0	41	0	0
6th	29	0	0	29	0	0	35	0	0
Total	253	29		266	15		279	15	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3rd	42	6	To be entered upon offical recieved	N/A
4th	35	7	To be entered upon offical recieved	N/A
5th	40	11	To be entered upon offical recieved	N/A
6th	30	5	To be entered upon offical recieved	N/A

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

3rd	42	5	To be entered upon offical recieved	N/A
4th	35	5	To be entered upon offical recieved	N/A
5th	40	1	To be entered upon offical recieved	N/A
6th	30	1	To be entered upon offical recieved	N/A
ELA Non-Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
N/A	N/A	N/A	N/A	N/A
Math Non-Economically Disadvantaged				
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
N/A	N/A	N/A	N/A	N/A

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1	Positive School Communication: 100% of parents (5 of 5) agreed or strongly agreed that teachers regularly communicate information about their child's progress.	Title I Parent Survey, October 2026		
2	Welcoming School Environment: 100% of parents (5 of 5) agreed or strongly agreed that they feel welcomed when visiting the school and that the school values their input as parents.	Title I Parent Survey, October 2026		
3	Parent Awareness and Academic Support: 100% of parents (5 of 5) agreed or strongly agreed that they understand their responsibilities in supporting their child's learning and know how to access academic information.	Title I Parent Survey, October 2026		
Improvements				
	Parent Survey	Data Sources		

1	Increase Parent Participation: Provide flexible meeting times and additional opportunities for parent involvement. Three of the five parents (60%) identified scheduling conflicts as a barrier to participation.	Title I Parent Survey, October 2026		
2	Expand Parent Education Opportunities: Offer additional parent workshops focused on helping students with reading, mathematics, homework, and academic achievement at home. Parents expressed interest in literacy nights, STEM activities, and educational resources.	Title I Parent Survey, October 2026		
3	Strengthen Parent Engagement and Communication: Continue expanding communication through Remind messages, phone calls, school websites, and take-home materials. Increase opportunities for parents to participate in planning Title I activities and provide feedback on school improvement efforts.	Title I Parent Survey, October 2026		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

OBJECTIVES (Up to 3)

Objective 1: By the end of the 2026–2027 school year, Madison James Foster Elementary will increase the percentage of economically disadvantaged students in grades 3–6 achieving Mastery or Advanced on the LEAP ELA assessment by at least 5 percentage points from the 2026 subgroup baseline through high-quality Tier 1 instruction, targeted literacy interventions, and differentiated instructional practices.

Objective 2: By the end of the 2026–2027 school year, at least 75% of economically disadvantaged students in grades K–6 will demonstrate pr

Objective 3: By the end of the 2026–2027 school year, 100% of ELA teachers will participate in scheduled Professional Learning Communities

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Data-Driven PLCs and Progress Monitoring: Conduct scheduled ELA PLCs to analyze DIBELS 8.0, STAR Reading, weekly assessments, and LEAP data to identify learning gaps and adjust instructional practices.	istant Principal, Literacy Coach, Instructional Leadership Team, El	8/26-5/27	0	School-Based Resources
Open House	Dr. Gary Jackson	8/2026	$80	Title 1
STEAM Night	April McLaurin	3/2027	$100	Title 1
Core Instruction with Tier 1 curriculum materials	Classroom Teacher	8/26-5/27		District
Parent Teacher Conference Night	April McLaurin	10/22/26	0	

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.

OBJECTIVES (Up to 3)

Objective 1: By the end of the 2026–2027 school year, Madison James Foster Elementary will increase the percentage of economically disadvantaged students in grades 3–6 achieving Mastery or Advanced on the LEAP Mathematics assessment by at least 5% points from their 2026 subgroup baseline through high-quality Tier 1 instruction, targeted interventions, and differentiated learning opportunities.

Objective 2: By the end of the 2026–2027 school year, at least 75% of economically disadvantaged students in grades 3–6 will demonstrate pr

Objective 3: By the end of the 2026–2027 school year, 100% of Mathematics teachers in grades 3–6 will participate in weekly Professional Lea

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Data-Driven PLCs and Progress Monitoring: Conduct weekly Mathematics PLCs to analyze exit tickets, weekly assessments, benchmark results, Star Math, and student performance data to identify instructional gaps and adjust teaching strategies.	ILT	8/26-5/27	0	School-Based Resources
Open House	Dr. Gary Jackson	8/2026	$80	Title 1
Zearn	Dr. Gary Jackson	8/26-5/27		District
STEAM Night	April McLaurin	3/2027	$100	Title 1
Core Instruction with Tier 1 curriculum materials	Classroom Teacher	8/26-5/27		District
Parent Teacher Conference Night	Apri McLaurin	10/2026	0	School-Based Resources

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: By the end of the 2026–2027 school year, Madison James Foster Elementary will increase the percentage of students in grades 3–6 scoring Mastery or Advanced on the LEAP Science assessment from 6.5% to at least 12%, through standards-aligned instruction, hands-on investigations, targeted interventions, and data-driven instructional practices.

Objective 2: By the end of the 2026–2027 school year, Madison James Foster Elementary will increase the percentage of students in grades 3

Objective 3: By the end of the 2026–2027 school year, at least 75% of students in grades 3–6 will demonstrate proficiency on classroom and district benchmark assessments in Science and Social Studies through differentiated instruction, small-group interventions, and ongoing progress monitoring.

Objective 4: By the end of the 2026–2027 school year, 100% of Science and Social Studies teachers in grades 3–6 will participate in monthly c

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Open House	Dr. Gary Jackson	8/27	$80	Title 1
STEAM Night	April McLaurin	3/25	$100	Title 1
Core Instruction with Tier 1 curriculum materials	Classroom Teacher	8/26-5/27		District
Parent Teacher Conference Night	Apri McLaurin	10/22	0	School-Based Resources
PLC's	ILT	8/26-5/27		School-Based Resources
Science Fair	Zion Price	1/27		School-Based Resources
Curated Bowl	Dr. Gary Jackson	4/1		School-Based Resources

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: By the end of the 2026–2027 school year, Madison James Foster Elementary will increase parent and family participation in school-sponsored academic events, parent-teacher conferences, Title I meetings, and family engagement activities by at least 10% from the established baseline, as measured by attendance logs, sign-in sheets, and parent participation records.

Objective 2: By the end of the 2026–2027 school year, Madison James Foster Elementary will strengthen communication and collaboration be

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Open House	Dr. Gary Jackson	8/2026	$80	Title 1
Fall Into A Good Book Literacy Night	Candice Russell	9/24/26	$100	Title 1
Johnnys Pizza Pigout	Dr. Gary Jackson	9/29/2026	0	School-Based Resources
Parent Teacher Conference Night	Apri McLaurin	10/22/26	0	School-Based Resources
Fall Carnival	Dr. Irish Harris	10/30/26	$1,400	Donations/general
Grandparents & Friends Thanksgiving Dinner	Latreacia Matthews	11/18/26	0	School-Based Resources
Christmas Program	Dr. Irish Harris	12/16/26	0	School-Based Resources
1st Semester Academic Awards	April McLaurin	1/2027	0	School-Based Resources
DIBELS Sweatheart Breakfast	Erin Simmons	2/11/27	$140	Title 1
Black History Program	Dr. Irish Harris	2/2027	0	School-Based Resources
STEAM Night	April McLaurin	3/2027	$100	Title 1
LEAP Lunch	April McLaurin	4/2027	$100	Title 1
Remind App	Dr. Gary Jackson	08/2026	0	School-Based Resources
SWAP Resource Center	Tammy Thomas	8/11/2026	0	School-Based

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Resource Services		
Progress Monitoring		Inclusion		
After School Tutoring Programs		Acceleration/RTI – In-school		
		After School Tutoring Prograr		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		Progress Monitoring		
After School Tutoring Programs		After School Tutoring Prograr		
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
School uniforms, school supplies, shoes, &				
After School Tutoring Programs				

Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date

PBIS	Dr. Irish Harris	8/11		
SEL Curriculum	Dr. Irish Harris	8/11		
Restorative Practices	Dr. Irish Harris	8/11		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)
2025-2026 Data
Number of Suspension ISS/OSS: 52
Number of Referrals: 139
Number of Expulsions:1
Goals for 2026-2027
1. By May 2027, MJF will reduce the total number of out of school suspensions by 10%.
2. By May 2027, MJF will reduce the total number of student referrals by 10%

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

Weekly Meeting (Thursday, 4:00pm, PLC Room)
ILT Member (Dr. Gary Jackson, Principal)
ILT Member (April McLaurin, Assistant Principal)
ILT Member (Kirsten Boley, Literacy Coach)
ILT Member (Tyesha Jones, Teacher)
ILT Member (Tyra White, Teacher)
ILT Member (Dr. Irish Harris, Teacher)
ILT Member (Elijah Mendoza, Teacher)

PLCs - Add/edit charts to display all PLCs at your school.

PLC - ELA	PLC - Math
Weekly Meeting (Wednesday, 8:55AM, PLC Room)	Weekly Meeting (Tuesday, 8:10am, PLC Room)
PLC Member (Lakesha Boughton, Teacher)	PLC Member (Laprecious Eckford, Teacher)
PLC Member (Amyia Pierce, Teacher)	PLC Member (Erick Thomas, Teacher)
PLC Member (Tyesha Jones, Teacher)	PLC Member (Tyra White, Teacher)
PLC Member (Jannis Smith, Teacher)	PLC Member (Zion Price, Teacher)
PLC Member (Bridget Hunter, Teacher)	PLC Member (Bridget Hunter, Teacher)
PLC Member (Elijah Mendoza, Teacher)	PLC Member (Elijah Mendoza, Teacher)

PLC - Science	PLC - Social Studies
Weekly Meeting (Tuesday, 8:10am, PLC Room)	Weekly Meeting (Wednesday, 8:55AM, PLC Room)
PLC Member (Laprecious Eckford, Teacher)	PLC Member (Lakesha Boughton, Teacher)
PLC Member (Erick Thomas, Teacher)	PLC Member (Amyia Pierce, Teacher)
PLC Member (Tyra White, Teacher)	PLC Member (Tyesha Jones, Teacher)
PLC Member (Zion Price, Teacher)	PLC Member (Jannis Smith, Teacher)
PLC Member (Bridget Hunter, Teacher)	PLC Member (Bridget Hunter, Teacher)
PLC Member (Elijah Mendoza, Teacher)	PLC Member (Elijah Mendoza, Teacher)

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
MCSB District Wide PD		Various dates throughout the school year	District Amin	
School Support Institute		Various dates throughout the school year	TNTP	
Literacy Coach Meetings		Various dates throughout the school year	Kirsten Boley	
Numeracy		Various dates throughout the school year	April McLaurin	
Zearn		Various dates throughout the school year	Dr. Gary Jackson	
HDT		Various dates throughout the school year	April McLaurin	

DIBELS		Various dates throughout the school year	Kirsten Boley	
Gallopede		Various dates throughout the school year	Dr. Herron	
Phd Science		Various dates throughout the school year	Dr. Robinson	
Eueka Math Squared		Various dates throughout the school year	Ms. Dumas	

Part G: Student Transition				
This should include your plan to successfully transition students from the grade bands indicated below				
Transition Activities: Select all that apply:				
___Pre-K	___ Kindergarten			
___2nd Grade to 3rd Grade	___High School to Careers/College			
_x__Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Pre- K to Kindergarten Graduation	PreK Teachers	May 2027	$500	Fundraisers
Kindergarten to 1st Grade Graduation	K Teachers	May 2027	$500	Fundraisers
2nd to 3rd Grade Transition Day	2nd and 3rd Grade Teachers	May 2027	None	
6th Grade to Middle School Graduation	6th Grades Teachers	May 2027	$500	Fundraisers
6th Grade to Middle School Orientation at NJH	6th Grades Teachers	March 2027	None	None
Senior Walk (High School Seniors visit for the Day)	6th Grades Teachers	May 2027	None	None

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Name:

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date:	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		