

Monahans-Wickett-Pyote Independent School District
Lathan Walker Junior High
2016-2017 Campus Improvement Plan



Mission Statement

Walker Junior High endeavors to provide an exceptional educational experience for the students of Monahans. We believe that our students must succeed in all facets of their lives. With this in mind we will offer the opportunity to excel through academics, athletics, music, and the arts. It is also our belief that all students can learn given the opportunity and guidance necessary to achieve this goal.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TAPR reports from 2012-2013, 2013-2014, 2014-2015 show that ethnicity demographics have remained fairly constant for the past three years. The breakdown by ethnicity is consistent with Hispanic and White students being the two dominant categories: Hispanic students consist 59.9%, White students 33.5%, and African American students at 4.7% (2013-14 TAPR Report). Total enrollment (2014-15 =344 students, up 22 students from 2013-14) has shown an increase of 15% in the last three years. The mobility rate steadily increased from 14% in 2012-13 to 16.3% in 2013-14, but dropped to 13.6% in 2014-15

Demographics Strengths

Student enrollment is steadily increasing (enrollment is up 15 students in 2015-2016; 344 in 2014-15, 359 as of 10-12-2015). We experienced an increase in student population over the previous two school years due to an increase in production in the oil industry. However, the rate of increase has subsided with a downturn in the oil and gas industry. Attendance rates are as follows: 94.8% campus wide - Ethnic breakdown is as follows: AA - 93.0%, H - 95.1% and W - 94.9% . Our at risk population is 57.1%. Teacher to student ratio is 13.9 to 1. No students have dropped out over the last three years. (Source=2013-14 TAPR Report)

Demographics Needs

We must continue to focus our attention on the at-risk, special education and English Language Learner (ELL) population. We will need to focus our number of instructional aides for inclusion students and special needs students due to an increase of students promoting from elementary school. We will need to increase the number of certified teachers to match the increase in class sizes that are in the elementary grades. Some students who have moved into the district due to job opportunities for their parents are behind educationally and require accelerated instruction. We must continue to increase availability of on-line programs and extended learning time to help students achieve this goal. We will continue to address the decrease in attendance with incentives for students to attend school regularly.

Student Achievement

Student Achievement Summary

Walker Junior High School strives to close achievement gaps between our Anglo, Hispanic and African American subgroups. We will continue to address the needs of at-risk students through extended learning time programs (PASS Time, ICU, and after school tutorials). We will utilize inclusion and resource classes to focus on the learning capacities of special education students. We will continue to address the need to prepare for the increased rigor of the STAAR tests through our extended learning time. The TEKS Resource System, Thinking Maps, and Lead4Ward tools will be used to guide us through regular instruction and our extended learning time. WJHS teachers will implement the STAAR4Ward process for curriculum delivery and planning. WJHS teachers will also utilize The Fundamental 5 in daily classroom interactions and lesson planning.

Student Achievement Strengths

Students at WJHS met or exceeded performance levels in two of four indices on the Performance Index Report for 2014-15. In Index 2, WJHS received a score of 35 (minimum score is 28). In Index 4, WJHS received a score of 18 (minimum score of 13). Algebra I Level II satisfactory percentages are 98%.

Student Achievement Needs

With increased rigor and expectations of the STAAR exam, we will continue to train our faculty and staff on best practices for curriculum delivery. Hispanic, special education, and economically disadvantaged students continue to score below White and African American students in most areas. WJHS is currently in its first year of Texas Accountability Intervention System (TAIS) through TEA. WJHS did not meet the minimum requirements in 2014-15 in Indices 1 and 3. WJHS will use the following tools and programs in the TAIS process in 2015-16: STAAR4Ward, The Fundamental 5, TEKS Resource System, student progress monitoring, unit assessments, Thinking Maps, PASS Time PLC meetings, after school tutorials, teacher walk-throughs, and classroom observations.

School Culture and Climate

School Culture and Climate Summary

Students that participate in school sponsored activities experience support and belonging with fellow students. These students enhance their school experience by staying involved and invested in extracurricular activities. Students that are not active in school life or extracurricular activities often suffer academically due to lack of educational incentive. Teachers recognize opportunities and strive to include all their students in our vision to increase student success. Parental expectations often mimic students' actions. Drug and alcohol use seem to be on the increase evidenced by affirmative hits by our random drug dog searches and confiscation of these substances in 2014-15. Students, parents, and staff feel that this school is a safe environment. Gang activity is minimal, but behavior associated with gang type activity seems to be increasing. Instances of bullying (after administrative investigations) are at a minimum, but seem to be on the rise. Reports of cyber-bullying seem to increase annually.

School Culture and Climate Strengths

Walker Junior High provides a safe learning environment. Bullying issues are addressed immediately upon being reported. We provide consistency through administrative expectations of student behavior. Student handbook meetings are held with each grade level at the beginning of school to establish clear expectations. Our staff seeks to provide consistency in rule enforcement and student expectations. Our learning environment is strong and our school atmosphere is conducive and welcoming. Students have the opportunity to participate in numerous UIL events which increases extracurricular participation. Students are recognized weekly through our Citizen of the Week program. Perfect attendance students and Citizen of the Week nominees are recognized at the end of each six weeks. WJHS also recognizes one teacher and staff member of the month. Student Council officers, sponsors and committee members bolster our school climate through school activities and events. WJHS is also re-establishing its parent-teacher organization in 2015-16.

School Culture and Climate Needs

WJH needs to re-establish a firm parent-teacher organization to increase parental involvement at the campus. Character and behavior issues need to be addressed with certain students at WJH through mentoring programs. Positive reinforcement opportunities for students labeled as "trouble-makers" need to be established. Programs to address bullying, sexting, harassment, and sex education need to be incorporated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Walker Junior High employs a 100% highly qualified staff. We extend a mentoring program to those young and improving teachers. MWP-ISD offers a competitive salary scale, insurance stipend, supplemental insurance benefits, and quality campuses for those interested in working here. Professional development is offered through Region 18, Lead4Ward, and mentor coaches/staff members by conducting local training sessions. Professional development may be obtained through on-line or pre-recorded electronic transmissions as well. Each teacher is afforded a personal computer, school e-mail account, electronic gradebook, Smart Board or Promethean board technology, and a variety of other tools for the classroom. First and second year teachers are provided support through a secondary mentor coach.

Staff Quality, Recruitment, and Retention Strengths

Walker Junior High employs a mixture of experienced, veteran teachers and young, enthusiastic teachers. Everyone understands the importance of their jobs-providing the best education possible for students at MWP-ISD. Many teachers and staff enjoy the small, family atmosphere at WJHS. All staff at WJHS are willing to assist fellow teachers and staff in any way possible. Many teachers employed at WJHS taught at our campus in 2014-15. WJHS was able to add one teacher this school year to assist students in speech and reading (8th grade).

Staff Quality, Recruitment, and Retention Needs

MWP-ISD needs to make a concerted effort to upgrade its facilities and technology infrastructure to keep up with ever changing societal norms. Workshops to help navigate the TEKS Resource System and Lead4Ward need to be available for all staff members. We need more staff in core subject areas to be able to reduce our student-to-teacher ratio. It is important that we maintain a high quality staff. Doing so helps increase morale and allows for a more productive working environment. We must adjust to changes created by state and federal legislation, all the while maintain a quality learning environment. Lack of quality substitute teachers needs to be addressed. Instructional aides would greatly benefit from initial and on-going training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MWP-ISD's curriculum is the state standards (TEKS) and 21st century learning skills. We utilize the TEKS Resource System as a means of curriculum support and STAAR4Ward as a tool for curriculum delivery. Teacher lessons are aligned to and supported by the TEKS Resource System's Year at A Glance (YAG) and STAAR4Ward's Leadership Lesson Plan. Walker Junior High's curriculum is fully implemented and aligned with state and district goals. We measure our student achievement through TEKS Resource System unit tests, STAAR One tests/quizzes, and formative assessments. Test results are monitored through the TEKScore component of our DMAC program. Analyzing test results helps WJHS personnel identify strengths, areas of progress, and areas of needed improvement. DMAC and Lead4Ward resources allow us to disaggregate data into several categories in order to address the needs of all students on campus. We group students in extended learning time based on DMAC and classroom information. STAAR4Ward, the TEKS Resource System and classroom textbooks are the main sources for educational programs, activities and instructional strategies.

Curriculum, Instruction, and Assessment Strengths

Administrators, teachers, and instructional aides work together to align instruction and lessons through weekly PASS Time meetings. Teachers in each subject area have thirty-six minutes per week during PASS Time in which they can discuss lesson planning and classroom goals. Teacher also plan once per semester for an entire school day with other content area teachers and the secondary mentor coach on "We" Units of instruction (units of study where students have the lowest standard of performance). Math and science teachers incorporate interactive materials in their classrooms via the Houghton Mifflin Harcourt (HMH) e-textbooks purchased last school year. Social studies utilizes Pearson publishing beginning this school year. Teachers also align their instruction through the STAAR4Ward Leadership Lesson Plan. Lead4Ward provides valuable instructional strategies through the STAAR4Ward program. Study Island, Edmodo, and Think-Through-Math are a few other technology resources teachers utilize to deliver lessons and assess student progress.

Curriculum, Instruction, and Assessment Needs

Administrators and teachers need more training on implementing useful formative assessments. Gaps in student learning present challenges with delivery of grade level material at the individual student level. We need training that focuses on differentiated instruction in order to better address each student's individual needs. As in other areas, instruction and curriculum delivery suffer due to lack of current technologies (ie-laptop carts, one-to-one capabilities, modern computer labs for students). Young teachers will further benefit from our focused mentoring program that assists them with classroom management, lesson planning, and teaching best practices.

Family and Community Involvement

Family and Community Involvement Summary

Per the 2014-2015 parent survey results, parents believe that Walker Junior High School is effective. Parents feel welcome here and feel their students receive an adequate education. Electronic communication tools (e-mail, Remind, WJHS Twitter page, and our district website) provide information to parents quickly and efficiently. Parent contact with WJHS staff generally occurs on PRC days, through e-mail, via phone conversations and through parent conferences. We offer annual training for parents to understand and navigate Grade book. The parent portal portion of Grade book allows parents to monitor their student's grades and set alerts if grades drop below a certain level. WJHS administration re-established the campus parent-teacher organization in 2015 to assist in increasing parental involvement.

Family and Community Involvement Strengths

Parents and community members exhibit confidence in the Walker Junior High School staff. Parents believe their children will learn while at WJHS. The district requires a School and Student compact to be signed and displayed in every classroom. Parents also provide a signed copy of the Parent compact to WJHS every school year. Safety is a priority at WJHS and parents believe their children are safe on this campus. Participation in extracurricular activities allow students to be involved in school life. Attending these activities encourages parents to participate in the school atmosphere. The WJHS website is very informative and accessible. Local businesses help provide school supplies for students who have difficulty purchasing their own. Businesses also provide our staff with basic supplies and tools for the school year. Parents are asked to serve on school committees and PTO throughout the school year. These committees are the site based decision making committee and the Campus Improvement Team. We also have a parent who serves as campus liaison for our ELL students.

Family and Community Involvement Needs

Walker Junior High School would benefit greatly from a strong parent-teacher organization or academic booster club. This will be re-established in the 2015-16 school year. We will benefit from increased parental involvement in our students' educational process. A strong PTO would provide a community resource that could assist in the purchase of materials (ie-electronic message board, closed loop televisions in the cafeteria, updated basketball goals on playground, document cameras in classrooms, etc.) that benefit the student body. We at WJHS need to schedule more events and activities (ie-math night, meet the author night, morning coffee sessions, etc.) to include parents and community members.

School Context and Organization

School Context and Organization Summary

Students understand that school is a place to learn, socialize responsibly, and grow. Students generally possess the necessary tools to acquire a quality education. Students are well behaved, they tend to treat each other with respect, and they experience a safe learning environment. WJHS teachers and staff believe students must attain an education to succeed in life's future endeavors. Proper class scheduling provides all of our students with their educational needs: core subject areas, electives, extended learning time, and extracurricular activities.

School Context and Organization Strengths

Teachers provide extra time before, during and after school to assist students with extra time on assignments. Students that need extra time are added to the ICU list until they have appropriately completed their work. Teachers and staff report to regularly scheduled duty stations that are scheduled by the assistant principal. PLC time with other core area teachers occurs once per week for teachers during PASS Time. Planning is centered around STAAR4Ward and the TEKS Resource System. Teachers and staff are always welcome to voice their opinions and concerns with campus administration. The master schedule gives teachers the opportunity to successfully deliver curriculum with 8 periods of 46 minute classes and a 36 minute extended learning time (PASS Time). Passing periods between classes are 4 minutes long.

School Context and Organization Needs

At Walker Junior High School, we are in the process of honing in on campus goals. We understand that we must do a better job at understanding subject area curriculum, assessment of curriculum, and development of meaningful interventions. Periodic analysis of how we are progressing toward these goals will take place through the TAIS process in 2015-16. Our number one priority will center around increasing student education and student progress. Refining what student success and progress means will be critical to WJHS' present and future.

Technology

Technology Summary

Technology resources are available to teachers and students, and new technologies are added each year. We have one mobile lab with 24 laptops. WJHS has two labs: one with 28 computers (used during our 8th grade technology applications class) and one lab with 20 computers in the library. The math, science, and social studies departments each have a laptop cart with 25 to 30 computers each. Every teacher has a computer in his/her room with a interactive white board (Smart Board). Today's students are becoming more proficient with technology at earlier ages within the district. We have added 16 new student computers throughout various classrooms. Wireless Internet was installed during the 2014-2015 school year. Students are also able to bring their own electronic device for academic purposes per our new BYOD (Bring Your Own Device) policy.

Technology Strengths

Technology resources have grown in the past 2 years at WJHS. More computers will be installed in the 2015-2016 school year. A new stand alone computer lab will be installed with 20 to 25 units available for all teachers and students to use for research and project development. Our technology support staff works hard to keep Internet and hardware running on our campus. All staff have access to the technology support page in order to report any problems. Students are allowed to use computer resources in the library before school, during lunch, and after school. Technology resources are evaluated through the Bright Bytes survey, annually answered by staff and students. Administrators utilize iPads for teacher walkthroughs. Support staff have access to two iPads for ICU round-up time, blitzes, and mini-blitzes. Teachers and staff also have access to a color printer linked to their classroom computers. Teachers will also receive Mondopad type devices in their classrooms in 2015-16 to assist in curriculum delivery.

Technology Needs

Walker Junior High School needs to have enough computers to assess STAAR tests online. One of our goals is to have at least one laptop cart per two classrooms for students to have Internet and Microsoft Office access. While our BYOD policy is a positive experiment, MWP-ISD would greatly benefit from one-to-one capability. Students now have access to e-textbooks in science, math, social studies, and the fine arts. Access to these programs would be guaranteed if each student possessed a laptop or tablet. More teacher and staff training on STAAR4Ward, Leadership Lesson Plans, YAG development, DMAC, Gradebook, and the Gabbert school website would be highly beneficial.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Lathan Walker Junior High will maintain or improve to the next level of ratings for the 2016-2017 school year






Performance Objective 1: All student populations will meet and/or exceed the state adopted mastery levels on all sections of state assessments.

Evaluation Data Source(s) 1: Lathan Walker Junior High will meet all federal and state standards for the 2016-2017 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Professional development will be provided to all staff: Lead4Ward, The Fundamental Five, ICU, CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Region 18 trainings in Bullying.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principal, assistant principal, teachers, support personnel, Region 18 and other educational consultants.	Attendance records from staff trainings. Completed trainings offered through Region 18. Sign-in sheets and certificates.				
				Funding Sources: 211-6200 - Title I - Contract Services - \$23800.00, 255-6200 - Title II - Contract Services - \$8413.00, 255-6400 - Title II - Travel and Fees - \$2109.00, 263-6400 - Title III - Travel and Fees - \$600.00			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4Ward; Thinking Maps; DMAC; Think Through Math; Kamico; DynEd; Study Island; ; Career & Technology Enrichment Courses; AI materials; Plan4Learning; and TEKS Resource System.</p>	1, 2, 8, 9, 10	Principal, assistant principal, counselor, teachers, support personnel.	Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, TEKS Resource System unit assessments (3 week checkpoints), informative & formative assessments and benchmark tests. Periodic review of Study island results.				
				Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00, 255-6200 - Title II - Contract Services - \$8413.00, 255-6300 - Title II - Supplies and Materials - \$1050.00, 263-6300 - Title III - Supplies and Materials - \$3000.00, 199-6200 - SCE - Contract Services - \$10000.00, 244-6300 - Carl Perkins' Supplies and Materials - \$1121.77			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Highly qualified teaching and support staff will be employed to deliver the TEKS with emphasis on reading, math, social studies, science and technology.</p>	1, 2, 3, 4, 9, 10	Assistant Superintendent, principal, and assistant principal.	Review of personnel records; Hiring practices that require these qualifications be completed prior to being hired.				
				Funding Sources: 211-6100 - Title I - Salaries - \$97988.00, 199-6100 - SCE - Salaries - \$183111.00			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Secondary academic coach will be employed to improve instruction and curriculum at WJHS.</p>	1, 2, 3, 5, 9	Superintendent, principal, and secondary academic coach.	Employment of secondary academic coach.				
Funding Sources: 211-6100 - Title I - Salaries - \$97988.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) For the 2016-2017 school year, class periods have increased to 55 minutes. Teachers will have more time for re-teaching concepts/TEKS/RtI. The last 30 minutes of the school day will be used for STAAR tutorials.</p>	1, 2, 3, 8, 9	Principal, assistant principal, teachers, counselor, and support personnel.	Disaggregation of data/scores from benchmark testing, textbook resources, STAAR related materials, computer software (Study Island) for remediation, tutoring time, DMAC.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting federal requirements (AMAO & PBMAS).</p>	1, 2, 3, 4, 8, 10	Special Programs Director, principal, assistant principal, teachers, support personnel. Campus LPAC Committee and TELPAS Raters.	Documentation of certified Trainer of Trainees. Documentation of certified TELPAS raters.				
Funding Sources: 263-6300 - Title III - Supplies and Materials - \$3489.00, 263-6400 - Title III - Travel and Fees - \$600.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) To address the campus' state and federal assessment ratings, the following professional development will be implemented in English/language arts, math, social studies, and science: Lead4Ward (STAAR4Ward program); The Fundamental Five; Thinking Maps; TEKS Resource System; Think Through Math; and, the TAIS school improvement process.</p>	1, 2, 4, 8, 9, 10	Principal, assistant principal, secondary mentor coach, teachers, support personnel, TEA PSP, district DCSI.	Following Data Reviewed: Benchmarks; TTM Data; 3 week checkpoint data; federal and state assessment data from 2015-2016; Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records				
Funding Sources: 211-6100 - Title I - Salaries - \$122817.00, 255-6200 - Title II - Contract Services - \$8413.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time: class time increased by 10 minutes from last year (55 minutes). Tutorials are offered the last 30 minutes of the school day and determined based on assessment data collected from DMAC, 3 week checkpoints-CBA's (Campus Based Assessments), and other assessment tools.</p>	1, 2, 4, 9	Principal, assistant principal, teachers, support personnel.	DMAC reports, benchmarks, CBA's (Campus Based Assessments), Think Through Math data, Study Island data, tutorial monitoring.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00, 199-6300 - SCE - Supplies and Materials - \$1850.00, 199-6200 - SCE - Contract Services - \$10000.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>9) To ensure all students turn in every assignment, the ICU database will be used for teachers to communicate with parents via text message or e-mail. ICU time for students to receive extra help on assignments will be offered before school, during lunch, and after school.</p>	1, 2, 6, 9	Principal, assistant principal, counselor, teachers, support personnel.	Reduction of students listed on the ICU database and implementing programs to aide students in assignment completion.				
Funding Sources: 211-6200 - Title I - Contract Services - \$2380.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Lathan Walker Junior High will maintain or improve to the next level of ratings for the 2016-2017 school year

Performance Objective 2:

Evaluation Data Source(s) 2: Lathan Walker Junior High will meet all federal and state standards for the 2016-2017 school year.

Summative Evaluation 2:

Goal 2: Lathan Walker Junior High will identify students who meet the requirements for special populations and provide programs and services to address their educational, social and emotional needs.






Performance Objective 1: Special needs students (at-risk, special education, LEP, GT, 504, dyslexic, pregnancy-related, homeless and migrant) will be identified throughout the year, following federally mandated timelines. These students will be provided appropriate programs and services.

Evaluation Data Source(s) 1: Walker Junior High School will meet federal and state standards for the 2015-2016 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Specially designed curriculum & scientifically research-based instruction will be provided for students served through the following special programs: Intervention and Enrichment campus programs; After-School Tutoring; RtI; Dyslexia Program; I-Stations; TEKS Curriculum; Power Reading Labs; SPED Software Programs; Accelerated Instruction (AI) and AI materials; Study Island; Thinking Maps; STAAR4Ward; Lead4Ward; Reading/Writing Processes; The Fundamental Five, Think Through Math; Odyssey Ware; DynEd - English for Success; Why Try; and, Summer School.</p>	1, 2, 3, 8, 9, 10	Principal, Assistant Principal, Special Education Director, Teachers, Counselor, Support personnel, District Nurses, Speech Therapists, and Diagnosticians.	Review of PEIMS data. Review of ARD reports and LPAC minutes.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00, 255-6200 - Title II - Contract Services - \$8413.00, 263-6300 - Title III - Supplies and Materials - \$3000.00, 224-6100 - ARRA - Salaries - \$83891.00, 244-6300 - Carl Perkins' Supplies and Materials - \$1121.77							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Counselor at Walker Junior High campus will provide guidance for the following: Dropout Prevention; Drug Awareness; Conflict Resolution; Bullying; Suicide Prevention; Pregnancy-Related Services; Character Education; Admission to Higher Education; Financial Aide/Needs; TEXAS Grant Program; and TxVSN (Texas Virtual School Network).</p>	1, 2, 8, 9, 10	Counselor, Principal, and Assistant Principal.	Documentation of offered programs and students served; AEIS data.				
Funding Sources: 199-6100 - SCE - Salaries - \$31565.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>3) Appropriate assessment for individual identification into special programs will follow state and federally mandated timelines.</p>	1, 2, 8, 9, 10	Principal, Assistant Principal, Counselor, and Diagnosticians.	Documentation obtained through the use of district-generated or state-generated forms addressing all special populations' testing and accommodations				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.</p>	1, 2, 3, 8, 9, 10	Principals, Counselor, SPED Teachers SPED Director, PEIMS Coordinator/ Special Programs Director, Campus School Secretaries	Schedules checked for least restrictive environments PEIMS data reviewed				
Funding Sources: 224-6100 - ARRA - Salaries - \$29103.00							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Counseling will be provided to students within special populations addressing bullying, suicide prevention and grieving.</p>	1, 2, 6, 8, 9	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Review of student participation.				
Funding Sources: 199-6100-31 - Salaries of Counselors (Local) - \$31565.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) 504 procedures and referral process will provide appropriate services for identified students.</p>	1, 2, 8, 9, 10	District 504 coordinator, Principal, Counselor, Special Education teachers; 504 committee members.	Process review by the campus 504 coordinators & Special Programs Director Review of 504 student folders				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Implementation of STAAR remediation through extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. The extended learning time will be part of every student's daily schedule. Acquired student and teacher materials from Mentoring Minds, Sirius, Kamico, and TEKS Mastery workbooks.</p>	1, 2, 4, 9	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Benchmarks, CBA's (Campus Based Assessments), TTM data, Study Island data, DMAC reports, and classroom monitoring.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) WJHS will be compliant with all federal and state initiatives including: Federal Focus/Priority - Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe & Drug Free Schools; Compensatory Education; Special Education; Bilingual/ESL Education; Title I Schoolwide Components; 504 Including Dyslexia; G/T; Vocational/Technology (CTE); Staff/Principal Training; Pregnancy-Related Services.</p>	1, 2, 8, 10	Principal, Assistant Principal, Counselor	Campus reports/results for each special population group includes: -TTM Data --TAPR Data --Report Cards --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia -- Review of campus plans for compliance --Federal Data --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data --ICU Data				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Test administration at WJHS will be actively monitored and a standardized procedure will be used by all teachers to ensure proper testing. Attendance at test administration training will be required.</p>	1, 2, 10	Principal, Assistant Principal, Counselor	Utilization of "Test Hound" software web-based program Review campus tracking system concerning the students being tested Review of monitoring check sheets during assessments Sign-in sheets/agendas for required test administration trainings				
Funding Sources: 199-6300 - Supplies and Materials (Local) - \$1850.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>10) Campus School Improvement Team will address the need to raise the current accountability level of Improvement Required (IR).</p>	1, 2, 8, 9, 10	Principal, Assistant Principal, Campus Improvement Team Teachers	Review of: TAPR Data Federal Focus/Priority Data Goals of the School Improvement Targeted Plan (SIP)				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students and SSI students.</p>	1, 2, 3, 8, 9, 10	Summer School Principal, Summer School Teachers, AI Teachers.	Summer School Grades and Attendance Records Accelerated Instruction Attendance Records				
Funding Sources: 199-6100 - SCE - Salaries - \$183111.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Lathan Walker Junior High will identify students who meet the requirements for special populations and provide programs and services to address their educational, social and emotional needs.

Performance Objective 2:

Evaluation Data Source(s) 2: Walker Junior High School will meet federal and state standards for the 2016-2017 school year.

Summative Evaluation 2:






Goal 3: Lathan Walker Junior High will require all students to attend school consistently in order to achieve academic success.

Performance Objective 1: The percentage of student attendance will remain above 95%; seeking to achieve 98%. The dropout rate will remain below 1% and the completion rate will remain at 97% or better.

Evaluation Data Source(s) 1: Data provided through TAPR, Federal Focus/Priority and PEIMS will show that participation rates are within the acceptable range for all student groups.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Attendance emphasis will be a positive focus at WJHS.</p>	1, 2, 6, 10	Principal, assistant principal, Attendance Clerk, Teachers, and Support staff.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; TAPR Data; Final Principal's Reports on Attendance.				
Funding Sources: 199-6100 - SCE - Salaries - \$88510.67							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Perfect and Outstanding Awards will be presented to deserving students, as well as incentives given every six weeks grading period.</p>	1, 2, 6, 8, 9	Principal, assistant principal, Attendance Clerk, Counselor.	Review of number of attendance awards presented. Review of attendance data on PEIMS.				

<p align="center">Critical Success Factors CSF 1</p> <p>3) A check system will be used at WJHS to contact parents/guardians and students concerning attendance.</p>	1, 10	Principal, Assistant Principal, Attendance Clerk, Teachers, and Support staff.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; TAPR Data; Final Principal's Reports on Attendance.				
	Funding Sources: 199-6100 - SCE - Salaries - \$88510.67						
<p align="center">Critical Success Factors CSF 1</p> <p>4) Students and parents will be responsible for following compulsory attendance laws, with truancy charges being filed with local authorities as required.</p>	1, 10	Principal, Assistant Principal, Counselor, Attendance Clerk.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; Truancy Officer documentation; TAPR Data; Final Principal's Reports on Attendance; PEIMS Summer Submission Data				
	Funding Sources: 199-6100 - SCE - Salaries - \$88510.67						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: Lathan Walker Junior High will have a positive, productive parental and community involvement.

Performance Objective 1: Walker Junior High will establish and implement programs and activities that increase parent and community involvement within the school.

Evaluation Data Source(s) 1: Positive parental involvement will increase by 3% as measured by parent participation documentation.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Encourage parent and community participation in the following activities and/or organizations: PTO, Athletic and Academic Booster Clubs.</p>	1, 2, 6, 9, 10	Principal, Assistant Principal, Teachers, Counselor, Student Council Sponsors	Review of parent and community participation minutes and participation logs from different organizations.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00, 211-6400 - Title I - Travel and Fees - \$200.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Community members and parents/guardians will be actively involved in the site-based decision making process, LPAC, ARD's, 504 meetings, and will receive appropriate CIC training.</p>	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel parents, students, and community members.	Review of participation on CIC. Records of parent and community member participation.				
Funding Sources: 270-6300 - Rural and Low Income - Supplies and Mat - \$375.00							
<p>Critical Success Factors CSF 5</p> <p>3) All campus teachers will post the signed Teacher Compact in classrooms, and the Student and Parent Compacts will be distributed to students and parents. All Compacts will be reviewed annually and copies of these forms will be posted on the district website.</p>	1, 2, 6, 10	Director of Special Programs, Principal, Assistant Principal, Teachers, District Parental Involvement Coordinator.	Principal observations of posted Teacher Compacts; Annual review of Compacts completed by June 30, 2017				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) All campuses will provide training to parents a minimum of two times during the school year.</p>	1, 2, 6, 10	Principal, Assistant Principal, Special Programs Director	Attendance Sign-In Sheets; Training Agendas;				






<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) All WJHS staff will be trained annually in the requirements of Parental Involvement for federal purposes. WJHS will annually provide training to parents concerning the benefits of parental involvement in their child's education.</p>	1, 2, 6, 10	Principal, Assistant Principal, Counselor, Special Programs Director	Documentation of professional development on Parental Involvement; Sign-in sheets/agendas from annual campus parent trainings on Parental Involvement				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Continual communication will be provided to parents through the district and WJHS website, letters, newsletters, Remind one-way texting, Twitter, Edmoto, fliers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.</p>	1, 2, 6, 10	Principal, Assistant Principal, Counselor, Special Programs Director	Review of written communication to parents in both English and Spanish; Audit of information provided on WJHS website				
<p align="center">Funding Sources: 211-6300 - Title I - Supplies and Materials - \$6255.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Lathan Walker Junior High will provide disciplined, safe environments conducive to learning on-campus, as well as safety and security at all school activities.

Performance Objective 1: Parent and community survey data will reflect that Lathan Walker Junior High School is safe and secure, as well as at school activities, at a rate of 90%.

Evaluation Data Source(s) 1: 100% of parental and community concerns about communications will be addressed in a timely manner.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Faculty and staff will receive professional development training in classroom management(CHAMPS), Student Code of Conduct, bullying and conflict resolution in order to have safe and drug free schools.</p>	1, 2	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Attendance records from Professional Development trainings. Needs-assessments survey addressing school safety will be distributed to parents, students, and employees and will be evaluated.				
<p>Critical Success Factors CSF 6</p> <p>2) Crisis Management plans such as the following will be utilized to ensure school safety: Evacuation Plan: for fire or bomb threat. Tornado Plan: to move students to safe area. Fire/Tornado Emergency drills. Handle With Care annual training.</p>	1, 2	Principal, Assistant Principal	Effectiveness of crisis management plans will be reviewed annually.				
<p>Critical Success Factors CSF 6</p> <p>3) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; District Health and Wellness Plan; and, District Emergency Operations Plan.</p>	1, 2	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Disciplinary Records; Educators Handbook Software; Survey Results; Federal Compliance Report; Committee Meeting Agendas and Sign-In Sheets				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Lathan Walker Junior High will provide every student the opportunity to use technology to aid in their academic growth.

Performance Objective 1: Walker Junior High will utilize successful technological and instructional methods, alongside the state-approved curriculum, measured by T-TESS observations and lesson plans with an expected compliance of 80%.

Evaluation Data Source(s) 1: Teacher and student usage of technology will increase at WJHS. Teachers will utilize technology integration as measured by T-TESS.

Summative Evaluation 1:

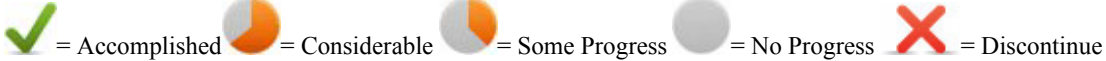
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) The implementation of the campus technology plan including technology application and integration in each content area will be utilized throughout the campus.</p>	1, 2, 3, 9, 10	Principal, Assistant Principal, Teachers, Support personnel, Technology Director, WJHS Technology and Website Coordinator.	Staff Development Sign-In Sheets; Computer Lab Usage Logs; Lesson Plan Reviews; Website Training Provided by Campus Technology Coordinators				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The use of DMAC data will be used throughout the campus to find areas of concerns within the learning environment.</p>	1, 2, 3, 9, 10	Principal, Assistant Principal, and Teachers.	DMAC, STAAR4Ward data graphs and TAPR data.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) T-TESS system will be used to determine technology integration (differentiation instruction) in the classroom through walk-throughs and observations.</p>	1, 2, 3, 9, 10	Principal and Assistant Principal.	T-TESS documentation on all certified employees. Paraprofessional evaluation data.				
<p>Critical Success Factors CSF 1</p> <p>4) Bring Your Own Device (BYOD) will continue to be used at WJHS as a first step in migrating to one-on-one technology in classrooms.</p>	1, 2, 8, 9, 10	Principal, Assistant Principal, WJHS Technology and Website Coordinator, and Teachers	Bright Bytes Survey Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Lathan Walker Junior High will develop a long-term plan for facility improvements to efficiently utilize and maintain our present facilities.

Performance Objective 1: Walker Junior High School will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Evaluation Data Source(s) 1: Maintenance records will reflect that 100% of all campus areas have been maintained in a efficient and timely manner.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The sprinkler system will be replaced to provide for a more effective and efficient means of watering the grounds.	1, 2	Superintendent, Principal, Director of Maintenance.	Completion of a new more efficient sprinkler system on the campus grounds.				
2) The furniture in the cafeteria will be upgraded in order to enhance the aesthetic value of this facility.	1, 2	Superintendent, Principal.	Purchase of new cafeteria furniture.				
3) Any maintenance or school grounds needs will be communicated with the Director of Maintenance in a timely manner.	1, 2	Principal, assistant principal, teachers, school support staff.	Completion of maintenance or school grounds repairs.				
							





Goal 8: Lathan Walker Junior High will instill in its students qualities of citizenship, healthy living choices, responsibility, pride and respect for peers, school employees, and school facilities.

Performance Objective 1: Walker Junior High School students will participate in curriculum relevant to becoming a positive, productive community member.

Evaluation Data Source(s) 1: Discipline referrals on campus and at campus-related activities will show no increase over the last year. Parent and community participation will be documented at campus activities.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Citizenship, pride, responsibility and respect will be stressed through: Pledges to the Flags, Character Counts curriculum, Red Ribbon Week, Student Handbook, TEKS curriculum addressing these qualities.</p>	1, 2, 6	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Lesson plans; Records of participation by students, parents, and volunteers for documentation; Observations by administrators of student and teacher participation				
<p>Critical Success Factors CSF 6</p> <p>2) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".</p>	1, 2, 6	Principal, Assistant Principal, and Counselor.	Documentation of reports filed using materials from Walsh & Anderson toolkit				
<p>Critical Success Factors CSF 6</p> <p>3) WJHS staff will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.</p>	1, 2, 6	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Results of Parent, Teacher and Student Surveys				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Part of WJHS' culture will focus on all students completing all assignments throughout the year through the ICU process.</p>	1, 4, 6, 9, 10	Principal, Assistant Principal, ICU Lifeguards, Teachers.	Decline of missing assignments on the ICU list.				
Funding Sources: 211-6200 - Title I - Contract Services - \$2380.00							
<p>Critical Success Factors CSF 6</p> <p>5) All WJHS personnel will receive online training annually on the following: Suicide Prevention, FERPA, HIPPA, Child Abuse & Neglect, Bloodborne Pathogens</p>	1, 4, 10	Principal, Assistant Principal	Documentation of completed online training				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 9: Lathan Walker Junior High will incorporate effective communication with all students, parents, community members and employees to enhance the learning environment and provide for an efficient operation of the campus.

Performance Objective 1: Walker Junior High records will reflect 90% of employees remaining in the district at the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: Walker Junior High employment records will show 100% highly qualified employees on the campus.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) WJHS will employ and retain highly qualified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.</p>	1, 2, 3, 5, 10	Principal, Assistant Principal, Counselor	Annual Highly Qualified Survey of staff for NCLB Evaluation Certification & transcript audits				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Walker Junior High administrators will establish positive rapport with teachers to enhance teaching through targeted professional development during T-TESS (Goal Setting and Professional Development) conference.</p>	1, 2, 5, 10	Principal, Assistant Principal, Counselor	Walk-throughs; data collection and reflection; on-going teacher communications				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) T-TESS conference with administrator: A rubric with 5 performance levels: Improvement Needed, Developing, Proficient, Accomplished, and Distinguished. Documented walk-throughs will be conducted to allow teachers the opportunity to grow in their chosen career.</p>	1, 2, 3, 5, 8, 10	Principal, Assistant Principal	T-TESS Evaluations; Walk-Through Data; TAPR Data				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development will be provided to all staff: Lead4Ward, The Fundamental Five, ICU, CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Region 18 trainings in Bullying.
1	1	2	Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4Ward; Thinking Maps; DMAC; Think Through Math; Kamico; DynEd; Study Island; ; Career & Technology Enrichment Courses; AI materials; Plan4Learning; and TEKS Resource System.
1	1	4	Secondary academic coach will be employed to improve instruction and curriculum at WJHS.
1	1	5	For the 2016-2017 school year, class periods have increased to 55 minutes. Teachers will have more time for re-teaching concepts/TEKS/RtI. The last 30 minutes of the school day will be used for STAAR tutorials.
1	1	6	TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting federal requirements (AMAO & PBMAS).
1	1	8	Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time: class time increased by 10 minutes from last year (55 minutes). Tutorials are offered the last 30 minutes of the school day and determined based on assessment data collected from DMAC, 3 week checkpoints-CBA's (Campus Based Assessments), and other assessment tools.
1	1	9	To ensure all students turn in every assignment, the ICU database will be used for teachers to communicate with parents via text message or e-mail. ICU time for students to receive extra help on assignments will be offered before school, during lunch, and after school.
2	1	1	Specially designed curriculum & scientifically research-based instruction will be provided for students served through the following special programs: Intervention and Enrichment campus programs; After-School Tutoring; RtI; Dyslexia Program; I-Stations; TEKS Curriculum; Power Reading Labs; SPED Software Programs; Accelerated Instruction (AI) and AI materials; Study Island; Thinking Maps; STAAR4Ward; Lead4Ward; Reading/Writing Processes; The Fundamental Five, Think Through Math; Odyssey Ware; DynEd - English for Success; Why Try; and, Summer School.
2	1	10	Campus School Improvement Team will address the need to raise the current accountability level of Improvement Required (IR).
2	1	11	Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students and SSI students.
9	1	1	WJHS will employ and retain highly qualified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.

State Compensatory

Budget for Lathan Walker Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-041-7-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-11-6119-00-041-7-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,166.00
199-31-6119-00-041-7-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,824.00
199-11-6129-00-041-7-30-0-00	6129 Salaries or Wages for Support Personnel	\$31,813.00
199-11-6119-01-041-7-30-0-00	6141 Social Security/Medicare	\$5,000.00
199-11-6141-00-041-7-30-0-00	6141 Social Security/Medicare	\$919.00
199-11-6141-01-041-7-30-0-00	6141 Social Security/Medicare	\$75.00
199-31-6141-00-041-7-30-0-00	6141 Social Security/Medicare	\$449.00
199-11-6142-00-041-7-30-0-00	6142 Group Health and Life Insurance	\$8,678.00
199-31-6142-00-041-7-30-0-00	6142 Group Health and Life Insurance	\$2,373.00
199-11-6143-00-041-7-30-0-00	6143 Workers' Compensation	\$998.00
199-11-6143-01-041-7-30-0-00	6143 Workers' Compensation	\$45.00
199-31-6143-00-041-7-30-0-00	6143 Workers' Compensation	\$448.00
199-11-6144-00-041-7-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,132.00
199-11-6144-01-041-7-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$300.00
199-31-6144-00-041-7-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,190.00
199-11-6146-00-041-7-30-0-00	6146 Teacher Retirement/TRS Care	\$1,779.00
199-11-6146-01-041-7-30-0-00	6146 Teacher Retirement/TRS Care	\$100.00
199-31-6146-00-041-7-30-0-00	6146 Teacher Retirement/TRS Care	\$880.00
6100 Subtotal:		\$132,669.00
6200 Professional and Contracted Services		

199-13-6239-01-041-7-30-0-00	6239 ESC Services	\$1,000.00
6200 Subtotal:		\$1,000.00
6300 Supplies and Services		
199-11-6395-00-041-7-30-0-00	6395 Supplies, DP Operations - Locally Defined	\$1,850.00
6300 Subtotal:		\$1,850.00
6400 Other Operating Costs		
199-31-6411-00-041-7-30-0-00	6411 Employee Travel	\$250.00
6400 Subtotal:		\$250.00

Personnel for Lathan Walker Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashmore, Jordan	Teacher	Secondary PE	.06
Ashmore, Kali	Teacher	Secondary Social Studies	.07
Bolin, Kandace	Teacher	Secondary Math	.2
Brandenburg, Laura	Teacher	Secondary Math	.2
Diehl, Samantha	Instructional Aide	WJHS	.2
Flores, Yvette	Instructional Aide	WJHS	1
Foutz, Kristi	Counselor	WJHS	.5
Gardea, Kim	Long Term Substitute	Career Exploration	.07
Gilliam, Wade	Teacher	Secondary Health	.07
Irons, Melissa	Teacher	Technology Applications	.08
Jones, Brandon	Teacher	Secondary Social Studies	.07
Marquez, Yesenia	Instructional Aide	WJHS	1
Merrick, Sean	Teacher	Secondary ELAR	.07
Montez, Patricia	Teacher	Reading/ESL	.08
Munoz, Julie	Teacher	Fine Arts	.15
Munoz, Randy	Teacher	Secondary Science	.08
Rolfe, Nancy	Teacher	Secondary Science	.07
Sharp, Emerald	Teacher	Secondary Social Studies	.08
Swarb, Lindsie	Teacher	Secondary ELAR	.07
Valdez, Shelby	Teacher	Secondary Science	.08
Valenzuela, Kellye	Teacher	Secondary ELAR	.08
Watts, Stephanie	Teacher	Secondary Math	.08
White, Jaimee	Instructional Aide	WJHS	.2

Title I

Schoolwide Program Plan

All campuses in the Monahans-Wickett-Pyote Independent School District qualify as Schoolwide Title I Campuses under the NCLB Act of 2001. Due to the additional federal funding received as Title I Campuses, we are able to upgrade the entire educational program at each of our campuses. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Students who experience difficulty mastering these standards are provided timely, effective, additional assistance. Our schoolwide programs contain research-based strategies designed to assist schoolwide reform and improvement. Professional development for teachers is required in order to improve the quality of instruction. Our staff is also encouraged to engage parents and the community to aid in planning and decision-making regarding the operation of the school. We feel that all of these elements, including the parents and community members, strengthen our district's ability to meet the needs of all students and improve the overall district program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In July 2016, Walker Junior High School conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of campus administration, teachers, parents and community members. In a systematic effort to acquire an accurate and thorough picture of the campus the CIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

1. Student Achievement
2. School Culture and Climate
3. Family and Community Involvement
4. Demographics
5. Staff Quality, Recruitment and Retention
6. Curriculum, Instruction and Assessment
7. Technology
8. School Context Organization

2: Schoolwide Reform Strategies

WJHS will focus on the following areas:

Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;

Use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
- include strategies for meeting the educational needs of historically under served populations.

Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and
- address how the campus will determine if such needs have been met; and are consistent with, and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

WJHS provides that all teachers of core academic subjects and instructional paraprofessionals in our schoolwide program meet highly qualified status. Student achievement increases in schools where teaching and learning have the highest priority. Students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. All teachers on this campus are currently highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive

sustained, high-quality professional development to implement them. The statute requires that professional development be provided, as needed, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Monahans-Wickett-Pyote Independent School District will provide professional development dedicated to accomplish campus and district initiatives. District initiatives include: the TEKS Resource System, LEAD4WARD, Thinking Maps, and IStations K-6. Specific strategies and specific campus initiatives are detailed in the Walker Junior High Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

The district participates in the Region 18 Service Center, UTPB University, Angelo State University, and additional job fairs as needed to attract the most qualified applicants.

The district pays above base ranging from \$7,270 - \$11,335 depending on years of experience. For the 2015-2016 school year individual teachers will see at least a 1.5 percent raise. The district also contributes \$395.00 monthly towards employee health insurance and provides a \$10,000 life insurance policy for employees.

6: Strategies to increase parental involvement

WJHS will have an administrator that is responsible for all ESEA involvement activities. Efforts to increase parent involvement are reviewed each spring at both the district and campus levels.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Professional Learning Communities are at both the campus and district level. Meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and professional development.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

WJHS ensures that campuses will utilize the following activities to ensure that students who are experiencing difficulty master the proficient or advanced levels of academic achievement levels:

- Professional Learning Communities
- DMAC/Benchmarking
- TEKS Resource System

- Intervention and Enrichment Programs
- After school tutorials
- Computer assisted learning

10: Coordination and integration of federal, state and local services and programs

Funds are combined to upgrade the entire educational system within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are integrated to provide targeted professional development and to purchase scientific research based curriculum.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Simpson, Cindy	Academic Coach	Title I	1

Campus Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries for HQ Certified Teaching Staff		\$97,988.00
1	1	4	Salaries of Academic & Reading Coaches		\$97,988.00
1	1	7	Salaries of Academic & Reading Coaches		\$122,817.00
Sub-Total					\$318,793.00
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ICU		\$23,800.00
1	1	9	ICU		\$2,380.00
8	1	4	ICU		\$2,380.00
Sub-Total					\$28,560.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	WJHS Supplies		\$6,255.00
1	1	5	WJHS Supplies		\$6,255.00
1	1	8	WJHS Supplies		\$6,255.00
2	1	1	WJHS Supplies		\$6,255.00
2	1	7	WJHS Supplies		\$6,255.00
4	1	1	WJHS Supplies		\$6,255.00
4	1	6	WJHS Supplies		\$6,255.00
Sub-Total					\$43,785.00
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel for Professional Development		\$200.00
Sub-Total					\$200.00

255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	WJHS Supplies		\$1,050.00
Sub-Total					\$1,050.00
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Travel for Professional Development		\$2,109.00
Sub-Total					\$2,109.00
224-6100 - ARRA - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Special Education Teacher Salaries		\$83,891.00
2	1	4	SPED Teacher Salaries		\$29,103.00
Sub-Total					\$112,994.00
244-6300 - Carl Perkins' Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,121.77
2	1	1			\$1,121.77
Sub-Total					\$2,243.54
199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries for HQ Certified Teaching Staff		\$183,111.00
2	1	2	Counselor Salary		\$31,565.00
2	1	11	General Education Teacher Salaries		\$183,111.00
3	1	1	General Education Teacher Salaries		\$88,510.67
3	1	3	General Education Teacher Salaries		\$88,510.67
3	1	4	General Education Teacher Salaries		\$88,510.67
Sub-Total					\$663,319.01
199-6200 - SCE - Contract Services					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	DMAC		\$10,000.00
1	1	8	DMAC		\$10,000.00
Sub-Total					\$20,000.00
199-6300 - SCE - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	WJHS Supplies		\$1,850.00
Sub-Total					\$1,850.00
263-6300 - Title III - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	WJHS Supplies		\$3,000.00
1	1	6	WJHS Supplies		\$3,489.00
2	1	1	WJHS Supplies		\$3,000.00
Sub-Total					\$9,489.00
263-6400 - Title III - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Travel for Professional Development		\$600.00
1	1	6	Travel for Professional Development		\$600.00
Sub-Total					\$1,200.00
255-6200 - Title II - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR4Ward		\$8,413.00
1	1	2	STAAR4Ward		\$8,413.00
1	1	7	STAAR4Ward		\$8,413.00
2	1	1	STAAR4Ward		\$8,413.00
Sub-Total					\$33,652.00
270-6300 - Rural and Low Income - Supplies and Mat					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	1	2			\$375.00
Sub-Total					\$375.00
199-6100-31 - Salaries of Counselors (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Counselor Salary		\$31,565.00
Sub-Total					\$31,565.00
199-6300 - Supplies and Materials (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	WJHS Supplies		\$1,850.00
Sub-Total					\$1,850.00
Grand Total					\$1,273,034.55

Addendums

MONAHANS-WICKETT-PYOTE ISD

The district prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found at <http://pol.tasb.org/Policy/Search/1202?filter=FFI> or the campus administration office.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.