

Monahans-Wickett-Pyote Independent School District

District Improvement Plan

2013-2014



Mission Statement

The Monahans-Wickett-Pyote Independent School District believes that it is responsible for providing quality curricular, co-curricular and extra-curricular programs and activities which give all students opportunities to reach their maximum potential and become productive citizens of our community and country.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

AEIS reports from the school years 2007-2008, 2008-2009, 2009-2010, 2010-2011 and 2011-2012 show that the ethnicity demographics have remained fairly constant for the past five years. The averages of each of the ethnic groups for these five years are as follows: African-American - 6.8%; Hispanic - 55.04%; White - 37.24%; Indian - .32%; and, Pacific Islander - .3%. One can ascertain from this data that the two largest ethnic groups found within the district are the Hispanic and White groups with the Hispanic group consistently being above 50% of the student population. Of the student population from each of the five years reported, the economically disadvantaged population are as follows: 2007-08 - 48%; 2008-09 - 52.8%; 2009-10 - 55.3%; 2010-11 - 54%; and, 2011-2012 - 49.5%. This population shows the most change over the five years by increasing from 48% to 54% and then returning to 50% in 2011-2012.

The student enrollment within the different grade levels has also remained fairly constant as shown through the five years of AEIS data. The average number of students and the percentage of this number as compared to the total student population for each grade level are as follows: Pre-Kindergarten - 67.4 students and 3.4% of the total student population; Kindergarten - 152.8 students and 7.7% of the total student population; First Grade - 157.8 students and 7.98% of the total student population; Second Grade - 157.6 students and 7.96% of the total student population; Third Grade - 148.8 students and 7.52% of the total student population; Fourth Grade - 148.4 students and 7.48% of the total student population; Fifth Grade - 146 students and 7.36%; Sixth Grade - 144.6 students and 7.3% of the total student population; Seventh Grade - 143.6 students and 7.24%; Eighth Grade - 144.4 students and 7.3% of the total student population; Ninth Grade - 159.8 students and 8.08% of the total student population; Tenth Grade - 144.2 students and 7.28%; Eleventh Grade - 130.8 students and 6.64%; and, Twelfth Grade - 125.4 students and 6.34% of the total student population. As seen through this data, the student population of each grade level is fairly consistent in grades Kindergarten - Sixth Grade. The student population tends to drop a small amount in the secondary levels.

As one reviews the student enrollment for each grade level, it is necessary to review the class size for each of these grade levels. The average class size for each grade level from Kindergarten through sixth grade for the five years studied are as follows: Kindergarten - 19.98 students; First Grade - 19.82 students; Second Grade - 20.1; Third Grade - 18.8; Fourth Grade - 19.32; Fifth Grade - 20.46; and, Sixth Grade - 20.52. For the secondary levels, the class size averages are presented according to core classes as follows: English Language Arts - 14.48; Math - 13.54; Science - 15.5; and, Social Studies - 15.34. As shown through the data, one can discover that the district has been able to meet the state mandate of 22 students to one teacher throughout the five years in grades Kindergarten through 4th grade. Although there is not a state mandate requiring the 22 to 1 ratio in the grades of 5 & 6, the district has been able to meet this ratio in these grades, as well. The numbers at the secondary levels for each of the core classes show that the class sizes have been fairly low with the greatest average class size being only 15.5 students.

Students assigned to different special programs also show a fairly constant average over the past five years. However, the greatest growth has been in the At-Risk special program growing from 660 students in 2007-08 to 1072 students in 2011-12. For the 2011-2012 school year the special programs are as follows: Gifted and Talented - 73 students representing 3% of the total student population; Career and Technology - 474 students representing 23% of the total student population; LEP - 115 students representing 6% of the total student population; Bilingual - 98 students and 5% of the total student population; Economically Disadvantaged - 1003 students representing 49.3% of the student population; At-Risk - 1073 students and 52.8% of the student population; and, Special Education - 218 students and 10.7% of the total student population. One of the areas that has been targeted on the district's PBMAS report has been the number of special education students identified in the district. This number has been dropping at a very slow rate moving from 227 students in 2008-09 to 218 students in 2011-12.

Finally, the retention, drop-out, completion and attendance rates were reviewed through the five-year study provided through AEIS reports. The average retention rates are as follows: Kindergarten - 2.86%; First Grade - 2.46%; Second Grade - 1.96%; Third Grade - 1.54%; Fourth Grade - .76%; Fifth Grade - 1.62%; Sixth Grade - .18%; Seventh Grade - .66%; and, Eighth Grade - 1.72%. These retention rates show that most of the retainees are in grades kindergarten through first grade. The standard accountability measure for drop-outs for the past five years is as follows: 2007-08 - 0.0%; 2008-09 - 0.0%; 2009-10 - 0.0%; 2010-11 - 0.3%; and 2011-12 - 0.0%. As shown through this data, drop-out rate in the district is very low and below the state average. The completion rate of the five-year study is as follows: 2007-08 - 92.9%; 2008-09 - 91/8%; 2009-10 - 88.8%; 2010-11 - 91.4%; and, 2011-12 - 88.8%. Again, the completion rate in the district is above the state average. Finally, the attendance rate in the district has been fairly constant with an average of 95.54% based upon the following yearly rates: 2008-09 - 95.9%; 2008-09 - 95.3%; 2009-10 - 95.5%; 2010-11 - 95.5%; and 95.5%.

Demographics Strengths

1. The ethnic demographics over the past five years has remained constant with the Hispanic and White groups representing the largest populations.
2. Class size in all grade levels has remained fairly low with grades kindergarten - fourth meeting the state requirement of 22-1 over the past five years. Additionally, grades 5 & 6 have also been lower than the 22-1 ratio even though these grade levels are not required to meet this state mandate.
3. The enrollment of each grade level has remained fairly constant over the past five years which makes it possible to plan for the future. Additionally, this allows the administration to determine the number of teaching personnel necessary to meet the student enrollment.

Demographics Needs

1. The number of students which have qualified for special education programs continues to be fairly high and represents approximately 11% of the total student population.
2. The student At-Risk special program has increased significantly from the 2007-08 school year to the 2011-12 school year.
3. The low class size numbers in the core classes at the secondary level may represent the need to re-look at the number of personnel in these areas as

financial issues become a problem in the district.

4. Attendance rate, although consistent from one school year to the next, is very close to being below 95% which will effect state funding.

Student Achievement

Student Achievement Summary

In 2009, the Texas Legislature passed House Bill (HB) 3 mandating the creation of an entirely new accountability system focused on the achievement of postsecondary readiness for all Texas public school students. Texas Education Agency (TEA) has worked closely with public school personnel and others to develop an integrated accountability system based on the following goals and guiding principles.

The goal is for Texas to be among the top ten states in postsecondary readiness by 2020, by:

- Improving student achievement at all levels in the core subjects of the state curriculum,
- Ensuring the progress of all students toward achieving advanced academic performance,
- Closing advanced academic performance level gaps among groups,
- Closing gaps among groups in the percentage of students graduating under the Recommended High School Program and Distinguished Achievement (Advanced) High School Program, and
- Rewarding excellence based on other indicators in addition to state assessment results.

PERFORMANCE INDEX SUMMARY

The overall design of the accountability rating system is a performance index framework. Performance indicators are grouped into four indexes that align with the goals of the accountability system. The structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. Performance across the four indexes are used to assign accountability rating labels based on performance targets that are set for each index.

For the 2012-2013 school year, Monahans-Wickett-Pyote ISD achieved the following Accountability ratings:

Index 1: Student Achievement - Index Score = 65

- Provides a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.

Index 2: Student Progress - Index Score = 32

- Provides a measure of student progress by subject and student group independent of overall student achievement levels.

Index 3: Closing Performance Gaps - Index Score = 55

- Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing racial/ethnic student groups at each campus or district.

Index 4: Postsecondary Readiness - Index Score = 91

- Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military.

SYSTEM SAFEGUARDS

Disaggregated performance will be reported and districts are responsible for addressing performance for each subject and each student group. The disaggregated performance results will serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index.

Number and Percent of Indicators Met

- Performance Rates 20 out of 32 = 63%
- Participation Rates 14 out of 14 = 100%
- Graduation Rates 4 out of 4 = 100%

Met Federal Limits on

- Alternative Assessments 1 out of 1 = 100%

Total 39 out of 51 = 76%

Student Achievement Strengths

- Curriculum that meets the needs of our students
- Data analysis
- Inclusion
- Alignment of written, taught, and tested curriculum

Student Achievement Needs

- Data indicates that MWP ISD will continue with targeted instruction for all subgroups
- Continued preparation of staff and students for increased rigor of STAAR and EOC
- Develop and monitor groups in all content areas
- Implementation of SSI interventions
- Participation in School Improvement Program at the district and campus level
- Comprehensive Systemic Support provided by Region 18

School Culture and Climate

School Culture and Climate Summary

Monahans-Wickett-Pyote ISD offers a large variety of extra-curricular activities for students starting as young as fifth grade. Included in these extra-curricular activities are the following: fine arts - band, choir, drama and art; athletics - football, volleyball, boys/girls basketball, boys/girls cross country, boys/girls tennis, boys/girls swimming, softball, baseball, cheerleading, boys/girls power lifting, boys/girls track and boys/girls golf; academics - UIL academic contests for elementary, junior high and high school students; and student organizations - student government and NHS. The percentage of students within the district that participate in extra-curricular activities is approximately 75%. Discipline referrals will show that students participating in extra-curricular activities have far less incidents of reported misbehavior than students that choose not to participate in these activities. MWP-ISD encourages all students to participate in extra-curricular activities and provides for flexible scheduling to allow for student participation.

Monahans-Wickett-Pyote ISD annually reviews, edits, revises and adopts a Student Code of Conduct, which is included in each campus' Student Handbook, as well as linked to the District's website. Additionally, a drug and alcohol policy has been adopted by the Board of Trustees for use with any student participating in any extra-curricular activity. This policy provides for removal of students from extra-curricular activities if decisions concerning the abuse of drugs or alcohol is made by students.

Monahans-Wickett-Pyote ISD also provides for a Disciplinary Alternative Placement Campus within the district school limits and is supervised by the District Liaison Officer.

School Culture and Climate Strengths

- Number of students participating in extra-curricular activities
- District DAEP and District Liaison Officer
- Crisis Management Plan
- Student Code of Conduct and Extra-Curricular Drug and Alcohol Policy
- Any employee involved with any of the offered extra-curricular activities has received CPR/First Aid training.
- Inviting but secure buildings and classrooms
- Active PTO and booster clubs throughout the district

School Culture and Climate Needs

- Parent, student and staff surveys to be conducted in the spring semester.

- Training of employees on "bullying"
- Method for reporting "bullying", as well as other forms of misbehavior
- Student programs on Internet safety and bullying
- Data collection on all disciplinary infractions
- Method by which to track student/parent complaints and concerns

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Monahans-Wickett-Pyote ISD has a reputation of hiring and retaining exceptionally talented and dedicated employees. MWP ISD continues to have a 100% highly qualified staff comprised of teachers and instructional aides. The personnel department and campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards established by this district and the community.

The staff ethnicity/gender rates for the past four years are as follows:

- **2007-08:** African-American: 2.0 - 1.4%; Hispanic: 24.9 - 17.8%; White: 113.3 - 80.8%; Males: 33.9 - 24.2%; and, Females: 106.3 - 75.8%
- **2008-09:** African-American: 2.0 - 1.4%; Hispanic: 25.0 - 17.7%; White: 114.5 - 80.9%; Males: 36.2 - 25.5%; and, Females: 105.4 - 74.5%
- **2009-10:** African-American: 2.0 - 1.3%; Hispanic: 29.0 - 19.5%; White: 117.4 - 79.1%; Males: 36.6 - 24.7%; and, Females: 111.8 - 75.3%
- **2010-11:** African-American: 2.0 - 1.4%; Hispanic: 30.0 - 20.3%; White: 115.6 - 78.3%; Males: 36.1 - 24.5%; and, Females: 111.5 - 75.5%
- **2011-12:** African-American: 0.0 - 0.0%; Hispanic: 28.0 - 20.9%; White: 104.8 - 78.3%; Males: 31.3 - 23.4%; and, Females: 102.5 - 76.6%

Years of experience of professional staff for the past five years are as follows:

2007-08: Beginning Teachers: 6.3 - 4.5%; 1-5 Years Experience: 25.4 - 18.1%; 6-10 Years Experience: 29.8 - 21.3%; 11-20 Years Experience: 40.3 - 28.7%; Over 20 Years Experience: 38.4 - 27.4%

2008-09: Beginning Teachers: 14.4 - 10.2%; 1-5 Years Experience: 21.0 - 14.8%; 6-10 Years Experience: 28.0 - 19.8%; 11-20 Years Experience: 38.89 - 27.5%; Over 20 Years Experience: 39.2 - 27.7%

2009-10: Beginning Teachers: 9.3 - 6.3%; 1-5 Years Experience: 30.0 - 20.2%; 6-10 Years Experience: 27.0 - 18.2%; 11-20 Years Experience: 38.7 - 26.1%; Over 20 Years Experience: 43.4 - 29.3%

2010-11: Beginning Teachers: 5.4 - 3.6%; 1-5 Years Experience: 33.0 - 22.4%; 6-10 Years Experience: 22.0 - 14.9%; 11-20 Years Experience: 45.0 - 30.5%; Over 20 Years Experience: 42.2 - 28.6%

2011-12: Beginning Teachers: 12.6 - 9.4%; 1-5 Years Experience: 28.5 - 21.3%; 6-10 Years Experience: 18.4 - 13.7%; 11-20 Years Experience: 41.1 - 30.7%; Over 20 Years Experience: 33.3 - 24.9%

Recruiting/Hiring: Campus administrators along with our Human Resources personnel attend job fairs during the spring and summer in order to recruit

highly qualified/certified personnel. Our district has implemented an online application system to gain a larger pool of applicants, as well as a web-based job posting system. The assistant superintendent of personnel works as a resource to campus administrators in ascertaining highly qualified/certified requirements for prospective candidates.

Employee Benefits: The district pays professional employees on an "above state base" step schedule. For employees with a bachelor's degree, the "above state base" local supplement ranges from \$6350 - \$9850; and for employees with a master's degree, the "above state base" local supplement ranges from \$7550 - \$11,256. Additionally, the step schedule has been expanded to 31+ years of experience to accommodate the needs of the experienced staff within the district. The district also pays the employee's contribution to their health care premium and provides employees with a \$10,000 life insurance policy.

Teacher/Student Ratio: As provided in the Demographics section of this Comprehensive Needs Assessment, data shows that the teacher-to-student ratio in all classes within the district is very manageable. The state required "22-1" ratio has been maintained over the past five years in grades K-4; and although grades 5 & 6 are not part of the state mandate, the "22-1" ratio has been maintained in these grade levels as well. At the secondary levels in the core classes, the average number of students per class for the past five years has been 13-15 students, which is truly a manageable number of students in any given environment.

Professional Development: Employees are encouraged to attend professional development that will enhance the abilities required for their particular position. The district has provided the following professional development to staff members this past school year: C-Scope State Conference; Math State Conference; Science State Conference; Technology State Conference; Bilingual State Conference; Thinking Maps Training on each campus within the district; I-Stations Training and Think Through Math trainings at all elementary campuses and junior high campus, Study Island training at the junior high and high school campuses; New Employee Orientation Training for all new employees to the district; Lead4Ward Training on STAAR assessment at all campuses; DMAC and Plan4Learning Training for district administrators; Homeless Training for district administrators; and, STAAR assessment training for district administrators.

Ten percent of Title I - Part A federal funding is allocated to professional development each year, as well as the majority of Title II federal funding. All employees within the district must obtain 12 hours of professional development during the summer months as compensation time built into the school calendar.

Evaluations: Certified teachers are annually appraised through the PDAS evaluative system. This system is accessed through the DMAC web-based program available to all certified employees. Campus administrators also conduct walk-throughs, as well as IFVs, throughout the school year and report their findings through the DMAC program. Certified employees who are not serving in the role as teacher are also evaluated once-a-year using a locally-developed evaluative instrument. Non-certified personnel are evaluated twice-a-year using locally designed evaluative instruments. Immediate feedback to all employees concerning job performance is highly encouraged.

Staff Quality, Recruitment, and Retention Strengths

Staff quality, recruitment and retention strengths include:

- Most campuses at 100% highly qualified teaching and paraprofessional staff
- High retention rate of certified staff
- Many professional development opportunities to enhance employees' abilities
- Employee benefits to attract new employees and retain existing employees
- Manageable teacher-to-student ratios in classrooms throughout the district
- Strong and effective discipline policies, as well as a District Liaison Officer

Staff Quality, Recruitment, and Retention Needs

Staff quality, recruitment and retention needs include:

- An evaluative instrument for professional development
- Procedures established by which staff trained through professional development share their new knowledge with other employees
- A more comprehensive method of determining the kinds/types of professional development to pursue
- Methods established to build capacity and leadership of existing employees
- Development of a strong pool of teaching applicants

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Monahans-Wickett-Pyote ISD curriculum is founded on the TEKS (Texas Essential Knowledge and Skills) objectives. To support TEKS the district has implemented a guaranteed and viable curriculum. The curriculum will encompass resources for implementation, monitoring and an accountability process to ensure a quality implementation. The district will strive to continue the following support in CIA:

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Continuing to provide high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum - TEKS
- Participation of Region 18 Comprehensive Systemic Support Trainings
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- RTI model
- Grade level and departmental collaboration
- Targeted Professional Development

Curriculum, Instruction, and Assessment Needs

- Participation in Region 18 Cohorts
- Continued participation of Region 18 Comprehensive Systemic Support Trainings
- Participation in accelerated instruction

- Ensuring curriculum has sufficient depth and rigor
- Maintaining strong remediation and RTI practices
- Maintaining curricular alignment
- Continuing to provide meaningful high quality staff development
- Implementation of Professional Learning Communities

Family and Community Involvement

Family and Community Involvement Summary

The district has an active parent organization or parent support groups on all campuses. Most of these groups are actively involved in fund raising for various groups. Being a Title I schoolwide program each campus strives to maintain active parent involvement programs and comply with all NCLB parental involvement requirements.

Parents, business and community members are provided a variety of opportunities to participate in campus and district activities. Many parents serve on campus and district committees. Active athletic and band booster clubs are in place on secondary campuses.

Family and Community Involvement Strengths

Many strengths were identified involving parents and community members in the Monahans schools. Specific strengths were identified as:

- Variety of PTO and parent involvement opportunities are provided on each campus.
- New Years Party - elementary level
- Parent Report Card Days
- District television information channel
- The district and campus web sites provide up to date and informative information to parents and the community. Information includes ongoing activities throughout the district, at the campuses, and in the classrooms.
- Gradebook – This resource provided parents with web-based access to their students' grades and in some cases, upcoming assignments. This presents a starting point for parents to consult with their child (children) and/or teachers.
- Meal Pay Plus is a web-based program allowing parents to view information pertaining to their child's meal status such as: account balance, food items selected, and the ability to add money to their accounts.

Family and Community Involvement Needs

The district committee identified the following prioritized needs:

- Participation in the annual NCLB Parental Involvement Conference.
- Increase parental/community involvement for the 2013-14 school year in the area of campus activities and participation on the Improvement Committees (DIC) for the district and campus levels. Sign in sheet from the 2012-2013 school year reveal a weakness at the secondary level.

- In 2013-14 a revised parent survey will be distributed to parents at the second Parent Report Card Day. The survey will be reviewed by the District Parent Involvement Committee to determine needs and strengths of the district and gauge the climate and culture of our campuses.

School Context and Organization

School Context and Organization Summary

Monahans-Wickett-Pyote ISD utilizes a collaborative approach for context and organization. The district team is comprised of district level administration, campus administration, the business manager and special education director. Collaboration and alignment between the district and campuses is accomplished through the following procedures/activities: weekly administration meetings, emails, interdistrict mail, DIT (District Improvement Team) meetings, and district led trainings.

The District and Campus Goals are developed by the superintendent and approved by the school board. Through the CNA process, the district and campuses will identify focus areas and will address the following: RTI (Response to Intervention), scheduling, tutorials, instructional practices, team building, lesson design and professional development.

School Context and Organization Strengths

- High quality educational staff
- Resources
- Participation in educational conferences: 504, Dyslexia, Assessment Conference, TEPSA, Bilingual Conference, CAMT, CAST, TCEA and CSCOPE
- District/campus trainings: 504, Dyslexia, LPAC, Assessment, SHAC (School Health Advisory Committee), DPEC (District Parent Engagement Committee), DIT (District Improvement Team) and CIT (Campus Improvement Team)

School Context and Organization Needs

- Student and teacher survey conducted in the spring of 2013
- Meetings held to disaggregate benchmark testing
- Focused communication/collaboration between administration and teaching staff
- Increased parental involvement opportunities

Technology

Technology Summary

Although Monahans-Wickett-Pyote ISD attempts to grow and maintain current technology, it is very difficult to keep abreast of all of the latest developments in this area. The district realizes the importance of having strong technological opportunities for its students and understands the importance that technology plays in the education of 21st century learners. Therefore, the district has developed a technology plan through the leadership of the technology director in an attempt to plan for the future in this area of today's education. The instructional staff of Monahans-Wickett-Pyote ISD annually participates in the STAR Chart technology survey and this data helps to generate the technology plan for the district.

In the past, the district received federal funding to help with the cost of technology but has recently lost this funding source. Therefore, all funding for technology is the responsibility of the local district. The district annually applies for E-Rate, which helps with the cost of technology, but still finds that funding of technology from a local level is very inadequate.

Technology Strengths

Areas of strength in technology in the district are as follows:

- Enhancement of internet speed through the addition of optic cable as provided through a grant at ESC Region 18.
- Enhanced network backbone providing intranet speeds of 10 gb to MHS, MEC, and WJHS
- Implementation of Active Directory to provide remote file storage..
- Data driven decision making concerning curricular needs through the DMAC web-based program available at all campuses. Additionally, the use of DMAC to provide feedback to teachers through walk-throughs, observations and summative evaluations.
- Web-based software programs to enhance instruction including: I-Stations, Odyssey Ware, Plato, Study Island, Orchard and Carbo Reading.
- Web-based software available to transition from TAKS assessment to STAAR assessment through the Lead4Ward site.
- Web-based software available to train new teachers on the PDAS evaluation system.
- Training in Project Share website to assist teachers in instruction, as well as to provide on-line professional development.
- Consistent upgrading of hardware to meet the technological challenges within the district including the addition of mobile labs, Promethean/Smart Boards, emergency call systems, IP telephone systems, etc.
- A central administration employee that is designated as the technology director for the district.
- District website that is user friendly and an excellent means of communication with parents and community.

Technology Needs

Areas of need in the district are as follows:

- Identification of new funding sources for technology to meet the goals and objectives of the district technology plan, as well as any state mandates.
- Upgrade of network infrastructure both wired and wireless.
- Acquisition and implementation of video security for all campuses.
- Upgrade and acquire software/hardware to support technology applications and curriculum on a regular scheduled basis.
- Increase district faculty, staff and student technology proficiency.
- Expand virtual courses for all secondary students.
- Upgrade of older technology equipment across the district, especially items located in computer labs, and provide Promethean/Smart Boards for all classrooms throughout the district.
- Acquisition of additional mobile labs to be housed on all campuses throughout the district.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- State and/or federal planning requirements
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Class size data
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Completion Rates / Graduation Rates
- STAAR Data Released from TEA

- AMAOs Data
- PDAS data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data






Goals

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Monahans-Wickett-Pyote ISD will improve to the next level of ratings on all campuses, as well as at the district level, for the 2013-2014 school year.

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

Summative Evaluation: All campuses, as well as districtwide, will meet all federal and state standards for the 2013-2014 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional development will be provided to staff in methods of innovative delivery of the TEKS including but not limited to: CAST; Dyslexia Training; CSS; CAMT; State Assessment Conference; TCEA; Parental Involvement; 504; STAAR; I-Stations; PLC; TTM (Think Through Math); Lead4ward; Frog Street; TABE; Tots & Technology; TEPSA State Conference; TEPSA Assistant Principal Conference; Title III Symposium; English for Success (ELL); CSS Cohorts; Why Try; State Library Conference; TIVA State Training; Math/Science Collaborative; Study Island; Bullying; and, Region 18 Trainings.	1, 2, 3, 4, 6, 8, 9, 10	Principals Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs	PD attendance sign-in sheets & certificates Review of PDAS-TSR Parts I, II and III by campus administrative personnel Teacher workshop and in-house professional development records				
				Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 255-6200 - Title II - Contract Services - \$100.00, 263-6200 - Title III - Contract Services - \$100.00, 211-6400 - Title I - Travel and Fees - \$4800.00, 255-6400 - Title II - Travel and Fees - \$1348.00, 263-6400 - Title III - Travel and Fees - \$2300.00			
2) Highly qualified teaching and administrative staff will be employed to deliver the TEKS with emphasis on reading, math, science, social studies and technology.	1, 2, 3, 8, 10	Principals Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Highly Qualified Staff Survey Due November 15, 2013				
				Funding Sources: 211-6100 - Title I - Salaries - \$305728.00, 255-6100 - Title II - Salaries - \$99531.00, 211-6300 - Title I - Supplies and Materials - \$13694.00, 263-6300 - Title III - Supplies and Materials - \$11245.00			

<p>3) Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; Orchard Software; I-Stations (K-8); Study Island (7-12); Think Through Math (3-12); Dibels (K-3); Kamico; Mentoring Minds; Math by Morriss; DynaEd (7-12); Study Island (7-12); AI materials (1-6); Plan4Learning; and, TEKS Resource Management System.</p>	<p>1, 2, 8, 9, 10</p>	<p>Principals Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, TEKS unit tests and benchmarks Monthly review of I-Stations and Think Through Math data</p>				
<p>Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 211-6300 - Title I - Supplies and Materials - \$13694.00, 255-6300 - Title II - Supplies and Materials - \$100.00</p>							
<p>4) TELPAS raters & TOTs will be trained and/or retrained to state specifications to assist LEP students in meeting AYP, AMAO and PBMAS.</p>	<p>1, 2, 3, 4, 8, 10</p>	<p>LPAC Committees from Each Campus TELPAS Raters Superintendent Principals Director of Special Programs</p>	<p>Documentation of certified Trainer of Trainees Documentation of certified TELPAS Raters</p>				
<p>Funding Sources: 263-6200 - Title III - Contract Services - \$100.00, 263-6400 - Title III - Travel and Fees - \$2300.00</p>							
<p>5) To address the district's state/federal assessment ratings, the following professional development will be implemented in reading and math: CSS; I-Stations; Differentiated Curriculum; TEKS Curriculum; CSS Cohorts; Lead4Ward; TEKS Resource Management System; and, SIP Participation at Campus & District levels.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>Reading Coaches Intervention Specialists Teachers Administrators Superintendent Assistant Superintendent of Curriculum & Instruction ESC 18 CSS Staff External PSP DCSI</p>	<p>Following Data Reviewed: Benchmarks; I-Stations/TTM Data; RtI/SST; AMAO; PBMAS; and, State/Federal Assessment Data from 2012-2013 Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records</p>				
<p>Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 255-6200 - Title II - Contract Services - \$100.00, 211-6400 - Title I - Travel and Fees - \$4800.00, 255-6400 - Title II - Travel and Fees - \$1348.00</p>							
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

Goal 2: Monahans-Wickett-Pyote ISD 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, SPED, ELL, Gifted/Talented, Dyslexic, Pregnancy-Related, Behavioral, Homeless, Section 504 and Migrant) will be identified throughout the year, following state and federally mandated timelines, and will be provided appropriate programs.






Summative Evaluation: Monahans-Wickett-Pyote ISD, as well as all district campuses, will meet all federal and state standards for the 2013-2014 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Specially designed curriculum & scientifically research-based instruction will be provided for students served through special programs through: Opportunity Success Tutoring; After-School Tutoring; RtI; Dyslexia Program; I-Stations; TEKS Curriculum; Math Labs; Power Reading Labs; SPED Software Programs; Accelerated Instruction (AI) materials; Study Island; Thinking Maps; Think Through Math; Odyssey Ware; Mentoring Minds; DynaEd - English for Success; Why Try; and, Summer School.	1, 2, 3, 7, 8, 9, 10	Administrators Counselors Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Comparative studies of results from students of special programs will be analyzed from the beginning of the year to the end of the year.				
Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00, 211-6100 - Title I - Salaries - \$305728.00, 255-6200 - Title II - Contract Services - \$100.00, 255-6100 - Title II - Salaries - \$99531.00, 263-6200 - Title III - Contract Services - \$100.00, 263-6300 - Title III - Supplies and Materials - \$11245.00, 211-6300 - Title I - Supplies and Materials - \$13964.00, 199-6100-23 - SPED Salaries - \$357513.00, 199-6100-23 - SPED Salaries - \$6712.00							
2) Counselors at each campus will provide guidance for the following: Dropout Prevention; Drug Awareness; Conflict Resolution; Bullying; Early Mental Health Intervention; Suicide Prevention; Vocational/Technology Training; Pregnancy-Related Services; Character Education; Admission to Higher Education; Financial Aide/Needs; TEXAS Grant Program; Why Try; College/Dual Credit Courses; and, TxVSN (Texas Virtual School Network).	1, 2, 8, 9, 10	Counselors Principals	Documentation of offered programs and students served Counselors' records Dual enrollment classes AEIS data Index 4 - state assessment data				
Funding Sources: 199-6100 - SCE - Salaries - \$208437.00, 199-6400 - SCE - Travel and Fees - \$500.00							

<p>3) Student Support Teams will continue to monitor student referrals on each campus. Each team will be involved in program identification for special education, 504, accelerated instruction, dyslexia, PRS, counseling, CATE, and other individual accommodations and programs, as needed. Campus SST will also address RtI and interventions for struggling students.</p>	<p>1, 2, 7, 8, 9, 10</p>	<p>Campus Student Success Teams Administrators Superintendent Assistant Superintendent of Curriculum & Instruction</p>	<p>Review intervention strategies Tutorial attendance sheets Review of SST agendas and minutes</p>				
<p>4) Appropriate assessment for individual identification into special programs will follow state and federally mandated timelines.</p>	<p>1, 2, 8, 9, 10</p>	<p>Principals Counselors SPED Director PEIMS Coordinator Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Documentation obtained through the use of district-generated or state-generated forms addressing all special populations' testing and accommodations</p>				
<p>5) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Principals Counselors Campus School Secretary Superintendent Assistant Superintendent of Curriculum & Instruction SPED Teachers SPED Director PEIMS Coordinator Director of Special Programs</p>	<p>Schedules checked for least restrictive environments PEIMS data reviewed</p>				
<p>6) MWPISD will review the graduation plans for all students to meet specifics of HB 3, HB 5 and SB 8.</p>	<p>1, 2, 8, 9, 10</p>	<p>Secondary Principals Counselors Superintendent Assistant Superintendent of Curriculum & Instruction</p>	<p>Number of Students on Each Graduation Plan Individualized Personal Graduation Plans (PGPs) - Grades 7-12 - Generated through DMAC Program</p>				

7) Credit recovery will be utilized for accelerated education, drop-out recovery/prevention, and students at-risk.	1, 2, 3, 8, 9, 10	Counselors Principals Superintendent Assistant Superintendent of Curriculum & Instruction MEC Staff	Counselors' Notes & Recommendations MEC Application Process				
Funding Sources: 199-6300 - SCE - Supplies and Materials - \$23100.00, 199-6100 - SCE - Salaries - \$111046.00							
8) Vocational/technology education will be provided to develop the skills needed for a broad range of career & job-related professional opportunities including non-traditional roles.	1, 2, 3, 8, 9, 10	MHS/MEC Administrators MHS/MEC Counselors	Carl Perkins Evaluation Process PEIMS Review Counselor Recruitment & Activity Documentation Review of CTE Classes Non-traditional Career Information through Posters/Flyers				
Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$17000.00, 244-6400 - Carl Perkins - Travel and Fees - \$1370.00							
9) 504 procedures and referral process will provide appropriate services for identified students.	1, 2, 8, 9, 10	Campus 504 Committee District 504 Coordinator Administrators Director of Special Programs	Process review by the District 504 Coordinator & Director of Special Programs Review of 504 student folders				
10) Trained dyslexia personnel will provide dyslexia identification and services with the following: Dyslexia Intervention Program (DIP) and Carbo Power Reading	1, 2, 3, 7, 8, 9, 10	Principals District 504 Coordinator Director of Special Programs Trained Dyslexia Personnel	Review of: --504 Files --AEIS Results --I-Stations End-of-Year Reports --Campus Summary of Identified Students				
11) An audit of the current G/T district plan will be conducted during the 2013-2014 school year. Until this audit is completed and new plan provided, the current plan will be in effect.	1, 2, 8, 9, 10	Director of Special Programs Superintendent Assistant Superintendent of Curriculum & Instruction District G/T Committee Campus Administrators	PEIMS Review Campus Summary of Identified Students Audit Findings New Plan for 2014-15				

<p>12) The district's campuses will be compliant with all federal and state initiatives including: AYP - Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe & Drug Free Schools; Compensatory Education; Improvement Required (IR) Identification at MEC & Sudderth; Special Education; Bilingual/ESL Education; Title I Schoolwide Components; 504 Including Dyslexia; G/T; Vocational/Technology (CTE); Staff/Principal Training; Pregnancy-Related Services and High School Initiative.</p>	<p>1, 2, 8, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Campus reports/results for each special population group includes: --I-Stations Data --AEIS Data --Report Cards --CTBS Tests --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --AYP Data --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data</p>				
<p>13) Test administration for all grades will be actively monitored and a standardized procedure will be used by all campuses to ensure proper testing. Attendance at test administration training will be required.</p>	<p>1, 2, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction District Testing Coordinator Campus Testing Coordinators Campus Administration</p>	<p>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</p>				
<p>14) Campus teams will address the needs of MEC & Sudderth to raise the current accountability level of Improvement Required (IR).</p>	<p>1, 2, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Campus Administrators Counselors Teachers External PSP DCSI</p>	<p>Review of: AEIS Data AYP Data Goals of the School Improvement Plan (SIP)</p>				

<p>15) The District will provide a viable, sequential, aligned curriculum through the provision of the TEKS Resource Management System.</p>	<p>1, 2, 8, 9, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Principals Campus CSS Cohort Teams</p>	<p>Evidence of an aligned curriculum Lesson plans review Principal observations Cohort attendance</p>				
<p>Funding Sources: 211-6200 - Title I - Contract Services - \$29729.00</p>							
<p>16) Summer school will be provided to meet the needs of identified struggling students, SSI and kindergarten and first grade bilingual students.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Summer School Grades and Attendance Records</p>				
<p>Funding Sources: 211-6100 - Title I - Salaries - \$25347.00</p>							
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

Goal 3: Monahans-Wickett-Pyote ISD 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.

Summative Evaluation: Data provided through AEIS, AYP and PEIMS will show that participation rates are within the acceptable range for all student groups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Attendance emphasis will be a positive focus on all campuses.	1, 2, 6, 10	Principals Counselors Teachers Campus Attendance Clerks Campus Attendance Committees District Truancy Officer PEIMS District Coordinator Students Parents	Number of 5-Day and 8-Day Letters AEIS Data Final Principal's Reports on Attendance				
				Funding Sources: 199-6100 - SCE - Salaries - \$35209.00			
2) A check system will be used at each campus to contact parents/guardians and students concerning attendance.	1, 10	Principals Counselors Teachers Campus Attendance Clerks District Truancy Officer PEIMS District Coordinator Students Parents	Number of 5-Day and 8-Day Letters AEIS Data Final Principal's Reports on Attendance				
				Funding Sources: 199-6100 - SCE - Salaries - \$35209.00			

3) Students and parents will be responsible for following compulsory attendance laws monitored by administrators, teachers and the district truancy officer.	1, 10	Principals Counselors Teachers Campus Attendance Clerks Campus Attendance Committees District Truancy Officer Students Parents	Number of 5-Day and 8-Day Letters AEIS Data Final Principal's Reports on Attendance				
		Funding Sources: 199-6100 - SCE - Salaries - \$35209.00					

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

Goal 4: Monahans-Wickett-Pyote ISD will have positive, productive parental and community involvement at the district level, as well as on every campus.

Performance Objective 1: Positive, productive involvement will be measured by recorded counts of all parent participants at each campus activity, including committee meetings.

Summative Evaluation: Positive parental involvement will increase by 3% at each campus measured by parent participation documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each campus will provide programs to foster an increase in parent and community involvement.	1, 2, 6, 9, 10	Principals Assistant Principals Counselors District Parental Involvement Coordinator Teachers	Parental involvement reports from sign-in sheets, memberships and conferencing				
				Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2000.00			
2) Each campus will encourage parents and community members through the use of committees and advisory groups to be in full participation in all campus/district activities and organizations.	1, 2, 6, 10	Principals Assistant Principals Counselors All Personnel	Membership Rolls Attendance Sign-In Sheets Participation Logs				
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.	1, 2, 6, 10	Director of Special Programs Principals All Teachers District Parental Involvement Coordinator	Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2014				

<p>4) MWP-ISD will establish communication with community members, parents and staff concerning the following: ARD, LPAC, SSI, Student Support Teams, Vocational/Technology, and State & Federal Funding Programs.</p>	<p>1, 2, 6</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs District Parental Involvement Coordinator SPED Director Principals Counselors</p>	<p>Attendance Sign-In Sheets Review of Completed Surveys</p>				
<p>5) All campuses will provide training to parents a minimum of two times during the school year and will offer one parent conference opportunity each semester.</p>	<p>1, 2, 6, 10</p>	<p>Principals Counselors Director of Special Programs Assistant Superintendent of Curriculum & Instruction District Parental Involvement Coordinator</p>	<p>Attendance Sign-In Sheets Training Agendas</p>				
<p>6) All district educational staff will be trained annually in the requirements of Parental Involvement for federal purposes. Each campus will annually provide training to parents concerning the benefits of parental involvement in their child's education.</p>	<p>1, 2, 6, 10</p>	<p>Administrators Counselors Director of Special Programs District Parental Involvement Coordinator</p>	<p>Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent training on Parental Involvement</p>				
<p>7) Continual communication will be provided to parents through the district website, letters, newsletters, flyers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.</p>	<p>1, 2, 6, 10</p>	<p>Administrators Counselors Teachers Assistant Superintendent of Curriculum & Instruction</p>	<p>Review of written communication to parents in both English and Spanish Audit of information provided on district website</p>				
<p>Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2000.00</p>							

8) Professional staff and parent representatives will attend the State Parental Involvement Conference to obtain current information concerning parental engagement.	1, 2, 6, 10	Administrators Teachers Assistant Superintendent of Curriculum and Instruction District Parental Involvement Coordinator Parent Representatives	Documentation of attendance at State Parental Involvement Conference				
Funding Sources: 255-6400 - Title II - Travel and Fees - \$1348.00							

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

Goal 5: Monahans-Wickett-Pyote ISD will have open, accessible communication between students, employees and parents to ensure a disciplined, safe environment on every facility within the district and at all school activities.

Performance Objective 1: Parent and community survey data will reflect that safe and secure schools are maintained throughout the District at a rate of 90%.

Summative Evaluation: 100% of parental and community concerns about communication are addressed in a timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) MWP-ISD will establish regular communication with parents and the community regarding all efforts undertaken by the district utilizing the district website, parent involvement trainings, Parent Report Card & Conferencing Days, and meetings of all organizations.	1, 2, 6, 10	Principals Superintendent Director of Special Programs Assistant Superintendent of Curriculum & Instruction	Numbers accessing the district's website will continue to increase District/campus documentation of parental involvement				
2) To provide safe schools, the district will continue to examine its security at every building seeking to correct identified problems.	1	Superintendent Director of School Support Services District Liaison Officer Administrative Staff Maintenance Workers Custodial Staff Grounds Staff Cafeteria Department Transportation Dept. City and county involvement, as needed	Reports to the Superintendent Reports to the Director of School Support Services Documentation of Completed Work Orders Review of ESC 18 safety audits				
3) All new employees will be fingerprinted before hiring and payment of this service will be made by the individual seeking employment.	1, 5	Superintendent Personnel Secretary	Documentation by FastPass Audit by DPS				

4) Community and parents will become full partners with the district in all federal, state and district programs through the following: ARD Meetings; LPAC Meetings; Title I Transition Meetings; Parent Conferences; District/Campus Improvement Meetings; ESC 18 Trainings; School Events & Activities and Safe and Drug-Free Activities.	1	All Administration Teachers Parents Community Members	Survey of participation in all activities measured by sign-in sheets Parent/community membership rosters Minutes and agendas ESC 18 Safety Audit Documentation of campus programs				
5) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; and, District Emergency Operations Plan.	1, 2	Principals Superintendent Assistant Superintendent of Curriculum & Instruction Director of School Support Services District RN Head Nurse Counselors Teachers SHAC First Responders	Disciplinary Records Survey Results Federal Compliance Report Committee meeting agendas and sign-in sheets				
6) The School Health Advisory Committee (SHAC) will meet at least four times per year and will facilitate the continuation of the requirements of the Health and Wellness Plan, the District Food Allergy Plan and the Sexual Abuse and Other Maltreatment of Children District Plan.	1, 6, 10	Superintendent Director of Special Programs SHAC Committee Members District Nursing Staff	SHAC minutes and agendas				






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

Goal 6: Monahans-Wickett-Pyote ISD will provide every student the opportunity to use technology to aid in their academic growth.

Performance Objective 1: All teachers will demonstrate the use of technology integration in the classroom as observed through classroom observations and lesson plans documented by PDAS. All students will be afforded the opportunity to utilize technology as part of their daily education.

Summative Evaluation: Teacher and student usage of technology will increase at every campus. Teachers will utilize technology integration as measured by PDAS Domain 2, Indicator 9.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Technology application and integration will be utilized in each content curriculum.	1, 2, 3, 9, 10	Campus Administrators Superintendent Assistant Superintendent of Curriculum & Instruction	Computer Lab Usage Logs Lesson Plans PDAS Domain 2				
				Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$17000.00			
2) Staff development will focus on technology integration across all content areas.	1, 2, 3, 4, 9, 10	Campus Administrators Superintendent Assistant Superintendent of Curriculum & Instruction	Staff Development Sign-In Sheets Lesson Plan Reviews Review of PDAS Domain 2, Indicator 9				
				Funding Sources: 244-6400 - Carl Perkins - Travel and Fees - \$1370.00, 211-6400 - Title I - Travel and Fees - \$4800.00			
3) Upgrade of technology hardware including infrastructure, wireless capability, computers, interactive white boards and mobile computer labs will be accomplished throughout the school year.	1, 2, 10	Superintendent Business Manager Campuses Technology Staffs Technology Coordinator	Review of Campus Comprehensive Needs Assessment Inventory of Technology Equipment				
				Funding Sources: 199-6300 - SCE - Supplies and Materials - \$2000.00			

4) Bring Your Own Device (BYOD) will be implemented at secondary campuses as a first step in migrating to one-on-one technology in classrooms.	1, 2, 8, 9, 10	Superintendent Assistant Superintendent of Curriculum & Instruction Campus Administrators Teachers Students	StAR Chart Survey Results				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 7: Monahans-Wickett-Pyote ISD will develop a long-term plan for improvements to efficiently utilize and maintain all district facilities.

Performance Objective 1: Monahans-Wickett-Pyote ISD will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Summative Evaluation: Maintenance records will reflect that 100% of all district facilities have been maintained in an efficient and timely manner.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Facilities Management Committee will create a district long-term maintenance and improvements facility plan for all campuses and district buildings.	1, 2	Superintendent Director of School Support Services Administrators Community Members Business Members Board of Trustees	Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings - agendas & sign-in sheets				
2) MWPID will employ a Director of School Support Services to direct the following departments: grounds, maintenance, food services, transportation, facilities management, safety and security.	1, 5	Superintendent Director of School Support Services	Minutes of meetings with different department supervisors and Director of School Support Services				
3) Construction of 4 new classrooms at Cullender and 4 new classrooms at Tatom, as well as a new dining area/kitchen at Cullender, will be completed to provide for student growth.	1, 2, 5	Superintendent Director of School Support Services Campus Administrators from Cullender and Tatom	Completion of construction projects				
4) Funds will be allocated in the 2013-2014 budget to allow for the trimming of trees at District facilities.	1	Superintendent Business Manager Director of School Support Services	Completion of tree trimming at District facilities				
							

Goal 8: Monahans-Wickett-Pyote ISD will provide their students with knowledge about the characteristic traits of citizenship, responsibility, pride and respect for their peers, school employees and school facilities.

Performance Objective 1: All students will participate in curriculum relevant to becoming a positive, productive community member.

Summative Evaluation: Discipline referrals by campuses will show no increase over last year. Parental and community participation will be documented at each campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All campuses will integrate citizenship, pride, and personal responsibility in each grades' curriculum. These may include: Safe & Drug-Free Activities; Character Education; Self-Image Teaching; Parent Training; Moment of Silence; Pledges to State & US Flags; Curriculum Outlined by the TEKS; Constitution Day; Declaration of Independence Week; Patriot Day; American Heritage Indian Day; and any other special emphasis days as required.	1, 2, 6	Campus Administrators Counselors All Classroom Teachers	Lesson plans Records of participation by students, parents, and volunteers for documentation Observations by administrators of student and teacher participation				
2) Input from parents will be included in the Safe & Drug-Free Schools federal program application and compliance reports.	1, 2, 6, 10	Principals Counselors Parents Director of Special Programs	Review of Surveys Completed Compliance Report				
3) MWPISD will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.	1, 2, 6, 10	Superintendent Assistant Superintendent of Curriculum & Instruction Principals Counselors Teachers	Results of Parent, Teacher and Student Surveys				

<p>4) The district will provide information to employees, parents, community members, and as appropriate, to students, concerning the issues of suspected child sexual abuse and other maltreatment of children and bullying through the following: assemblies, pamphlets/brochures, district website and professional training.</p>	<p>1, 2, 6</p>	<p>Counselors Campus Administration Assistant Superintendent of Curriculum & Instruction School Nurses Teachers</p>	<p>Decrease in the number of child abuse/neglect and bullying cases as tracked by campus counselors and referral process Documentation of assemblies and distribution of pamphlets & brochures Documentation of professional development on bullying, cyberbullying, child abuse and other maltreatment of children</p>				
<p>5) All incidents of bullying will be investigated and documented, as outlined in state and local policies, using the Walsh & Anderson "Bullying Toolkit for Administrators".</p>	<p>1, 2, 6</p>	<p>Campus Administrators Superintendent Assistant Superintendent of Curriculum & Instruction Director of School Support Services</p>	<p>Documentation of reports filed using materials from Walsh & Anderson toolkit</p>				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

Goal 9: Monahans-Wickett-Pyote ISD will incorporate effective communication with all employees at all levels of employment to enhance the school environment and provide for an efficient operation of the school district.

Performance Objective 1: District records will reflect that 90% of current employees will remain in the district.

Summative Evaluation: District employment records will show that 100% of instructional professional and paraprofessional employees meet highly qualified standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) MWPISD 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.	1, 2, 3, 5, 10	Superintendent Personnel Secretary	Annual Highly Qualified Survey of staff for NCLB Evaluation Certification & transcript audits				
2) Formative and summative conferences will be held to establish "Proficient" and "Exceeds Expectations" in all teaching domains of the PDAS. Documented walk-throughs will be conducted to allow teachers the opportunity to grow in their chosen career.	1, 2, 3, 5, 8, 10	Campus Administrators Superintendent Assistant Superintendent of Curriculum & Instruction	PDAS Evaluation Walk-Through Data AEIS Data				
3) The district will participate in job fairs and as a partner with universities and ESC18 to attract highly qualified applicants from all representative student populations to fill available teaching positions in the district.	1, 2, 3, 5	Superintendent Assistant Superintendent of Curriculum & Instruction Personnel Secretary Campus Administrators	District positions filled with highly qualified employees Records from job fairs attendance				
4) Provisions to help fund the salaries of dual enrollment and at-risk teachers at MHS through the High School Allotment fund will continue.	1, 2, 3, 5	Superintendent Assistant Superintendent of Curriculum & Instruction Business Manager Campus Administrators	Review class size numbers for dual enrollment classes Tutoring attendance sheets				

<p>5) MWPISD will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions.</p>	<p>1, 2, 10</p>	<p>Campus Administrators Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district</p>				
<p>6) Continuing staff development will be provided to meet federal guidelines for individual campuses & the district, including the following: Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; PDAS Training; STAAR; Think Through Math (3-8); I-Stations (7 & 8); TEPASA; Title III Symposium; Frog Street; TABE; Student Success; School Climate; Principal Academy; Lead4Ward; and New Employees' Training.</p>	<p>1, 2, 3, 4, 5, 6, 10</p>	<p>Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs Campus Administrators</p>	<p>AEIS Data Retention of Employees AYP Data</p>				

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

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-XXX-4-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,100.00
199-11-6119-00-XXX-4-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$254,566.00
199-11-6122-00-XXX-4-30	6122 Salaries or Wages for Substitute Support Personnel	\$2,300.00
199-11-6129-00-XXX-4-30	6129 Salaries or Wages for Support Personnel	\$305,083.00
199-11-6141-00-XXX-4-30	6141 Social Security/Medicare	\$5,815.00
199-11-6142-00-XXX-4-30	6142 Group Health and Life Insurance	\$92,281.00
199-11-6143-00-XXX-4-30	6143 Workers' Compensation	\$3,361.00
199-11-6144-00-XXX-4-30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$34,232.00
199-11-6146-00-XXX-4-30	6146 Teacher Retirement/TRS Care	\$4,849.00
6100 Subtotal:		\$706,587.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alice Cherry	Instructional Aide	Cullender Kindergarten	
Amanda Golson	Teacher	Walker Junior High	
Amy Strickland	Teacher	Walker Junior High	
Angela Vasquez	Instructioanal Aide	Monahans Education Center	
Becky Hix	Teacher	Walker Junior High	
Blanca Smith	Counselor	Monahans Education Center	
Bonnie Benad	Counselor	Tatom Elementary	
Cameron Swarb	Teacher	Monahans High School	
Carol Williams	Instructional Aide	Monahans Education Center	
Chad Smith	Principal	Monahans Education Center	
Cynthia Christopher	Instructional Aide	Sudderth Elementary	
Debbie Armendariz	Instructional Aide	Cullender Kindergarten	
Debbie Gambino	Counselor	Monahans High School	
George Swenson	Instructional Aide	Monahans Education Center	
Hayden Murphey	Teacher	Monahans High School	
Irene Bustos	Instructional Aide	Sudderth Elementary	
Irma Carlos	Instructional Aide	Sudderth Elementary	
Jaime Beckham	Teacher	Monahans High School	
Jane Payton	Instructional Aide	Tatom Elementary	
Josh Davila	Teacher	Monahans Education Center	
Julie Guzman	Instructional Aide	Tatom Elementary	
Karen Crumrine	Instructional Aide	Sudderth Elementary	
Karen Ply	Instructional Aide	Tatom Elementary	
Kim Kubala	Instructional Aide	Tatom Elementary	

Kim Thomas	Counselor	Monahans High School	
Kristi Bowman	Counselor	Walker Junior High	
Lacey Thee	Instructional Aide	Tatom Elementary	
Laura Brandenburg	Teacher	Walker Junior High	
Lee McCown	Teacher	Monahans High School	
Lori Salazar	Teacher	Monahans High School	
Lyndal Akins	Teacher	Tatom Elementary	
Mandi McCown	Counselor	Sudderth Elementary	
Maria Moreno	Instructional Aide	Tatom Elementary	
Micah Huffman	Teacher	Walker Junior High	
Michelle Rutledge	Teacher	Monahans High School	
Mirna Tavarez	Instructional Aide	Cullender Kindergarten	
Nancy Carter	Teacher	Walker Junior High	
Nancy Munoz	Instructional Aide	Cullender Kindergarten	
Olga Armendariz	Instructional Aide	Tatom Elementary	
Rosie Dominguez	Instructional Aide	Sudderth Elementary	
Sean Merrick	Teacher	Monahans High School	
Stephanie Jones	Instructional Aide	Walker Junior High	
Sue Morgan	Instructional Aide	Tatom Elementary	
Terry Murphey	Teacher	Walker Junior High	
Vanessa Caballero	Instructional Aide	Tatom Elementary	
Yessica Flores	Instructional Aide	Walker Junior High	
Yvette Sanders	Instructional Aide	Sudderth Elementary	

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 2013, Monahans-Wickett-Pyote Independent School District conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration and campus administration. In a systematic effort to acquire an accurate and thorough picture of the district the DIT 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

MWP ISD 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

Monahans-Wickett-Pyote Independent School District strives to maintain that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet highly qualified. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. All teachers in the district are currently HQ.

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 the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, 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 support for campus and district initiatives. District initiatives include: CScope, Thinking Maps K-6, and IStations K-6. Specific strategies and specific campus initiatives are detailed in each Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

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

The district pays above base ranging from \$8,850 - \$11,256 depending on years of experience. For the 2013-2014 school year individual Teachers will see a three percent raise. The district also contributes \$395.00 monthly towards employee health insurance and provide life insurance.

6: Strategies to increase parental involvement

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

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

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

The district has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

- Grade level/department meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities
- Continued professional development in data disaggregation (DMAC, IStations)
- Continued professional development with Lead4ward (STAAR)

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

The district 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:

- Grade level/department planning
- DMAC/Benchmarking
- CScope
- After school tutoring
- 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>
Blanca Smith	Teacher	Title I	
Heather Boone	Teacher	Title I	
Jacque Cosby	Instructional Aide	Title I	
Kathy Cornelius	Teacher	Title I	
Kellye Valenzuela	Teacher	Title II	
Leisa Phipps	Instructional Aide	Title I	
Lynn Barnes	Teacher	Title I	

2013-2014 District Improvement Committee

Committee Role	Name	Position	Signature
Assistant Principal	Chad Branham	Monahans High School	
Assistant Principal	Mayna Carrasco	Sudderth Elementary	
Assistant Principal	Donnie Scott	Tatom Elementary	
Business Representative	Camilla Blum		
Business Representative	Noemi Lopez		
Classroom Teacher	Megan Caldwell	Tatom Elementary	
Classroom Teacher	Nancy Carter	Walker Junior High	
Classroom Teacher	Kelly Carter	Walker Junior High	
Classroom Teacher	Ashley Ceballos	Cullender Kindergarten	
Classroom Teacher	Teri Downing	Tatom Elementary	
Classroom Teacher	Liz Hanks	Walker Junior High	
Classroom Teacher	Sandy Huertas	Tatom Elementary	
Classroom Teacher	Sherry Hunter	Sudderth Elementary	
Classroom Teacher	Patricia Montez	Sudderth Elementary	
Classroom Teacher	Laure Owens	Monahans High School	
Classroom Teacher	Tracie Porras	Monahans High School	
Classroom Teacher	Yecenia Ramirez	Cullender Kindergarten	
Classroom Teacher	Lacey Sanders	Monahans High School	
Classroom Teacher	Jennifer Stocks	Tatom Elementary	
Classroom Teacher	Kara Taylor	Sudderth Elementary	
Classroom Teacher	Jay Thomas	Monahans Education Center	
Classroom Teacher	Kellye Valenzuela	Sudderth Elementary	
Classroom Teacher	Dianne Waggoner	Monahans High School	
Classroom Teacher	Lynette Watson	Monahans High School	
Community Representative	Hollie Bostick		

Community Representative	Sheri Lord		
District-level Professional	Bonnie Richardson	Central Administration	
District-level Professional	Kellye Riley	Central Administration	
Non-classroom Professional	Bonnie Benad	Tatom Elementary	
Non-classroom Professional	Kristi Bowman	Walker Junior High	
Non-classroom Professional	Kathy Cornelius	Cullender Kindergarten	
Non-classroom Professional	Debbie Gambino	Monahans High School	
Non-classroom Professional	Connie Harris	Walker Junior High	
Non-classroom Professional	Mandi McCown	Sudderth Elementary	
Non-classroom Professional	Kim Thomas	Monahans High School	
Parent	Becky Moore		
Parent	Crystal Moore		
Principal	Patty Dominguez	Monahans High School	
Principal	Brandi Moore	Cullender Kindergarten	
Principal	Roy Rutledge	Walker Junior High	
Principal	Chad Smith	Monahans Education Center	
Principal	Jill Steen	Tatom Elementary	
Principal	Michael Valencia	Sudderth Elementary	
SPED Director	Kim Gilliam	Special Education	

District Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salaries for HQ Certified Staff		\$305,728
2	1	1	Salaries of HQ Staff		\$305,728
2	1	16	Salaries for Summer School Staff		\$25,347
Sub-Total					\$636,803
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Comprehensive School Support Services		\$29,729
1	1	3	Comprehensive School Support Services		\$29,729
1	1	5	Comprehensive School Support Services		\$29,729
2	1	1	Comprehensive School Support Services		\$29,729
2	1	15	Comprehensive School Support Services		\$29,729
Sub-Total					\$148,645
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials for TEKS Delivery		\$13,694
1	1	3	Innovative Curriculum Programs		\$13,694
2	1	1	Supplies and Materials for Research-Based Teaching Strategies		\$13,964
4	1	1	Supplies and Materials to Encourage Parental Engagement		\$2,000
4	1	7	Supplies and Materials to Encourage Parental Engagement		\$2,000
Sub-Total					\$45,352
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$4,800
1	1	5	Professional Development Training		\$4,800

6	1	2	Professional Development Training for Integration of Technology		\$4,800
Sub-Total					\$14,400
255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Innovative Curriculum Programs		\$100
Sub-Total					\$100
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$1,348
1	1	5	Professional Development Training		\$1,348
4	1	8	Professional Development Training in Parental Engagement		\$1,348
9	1	1	Travel and Registration Fees for Job Fairs		\$1,348
9	1	3	Travel and Registration Fees for Job Fairs		\$1,348
Sub-Total					\$6,740
199-6100-23 - SPED Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Salaries of SPED Staff		\$357,513
2	1	1	Salaries of SPED Staff		\$6,712
Sub-Total					\$364,225
244-6300 - Carl Perkins' Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Supplies and Materials for CTE Courses		\$17,000
6	1	1	Supplies and Materials for Technology Improvement in CTE		\$17,000
Sub-Total					\$34,000
244-6400 - Carl Perkins - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Professional Development Training for CTE Staff		\$1,370
6	1	2	Professional Development Training for CTE Personneol		\$1,370

					Sub-Total	\$2,740
199-6100 - SCE - Salaries						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	2	Salaries for Counseling Staff		\$208,437	
2	1	7	Salaries for Staff Serving Students at MEC		\$111,046	
3	1	1	Partial Salary for District Liason Officer		\$35,209	
3	1	2	Partial Salary for District Liason Officer		\$35,209	
3	1	3	Partial Salary for District Liason Officer		\$35,209	
					Sub-Total	\$425,110
199-6300 - SCE - Supplies and Materials						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	7	Supplies and Materials for TEKS Delivery at MEC		\$23,100	
6	1	3	Supplies and Materials for Technology Upgrade		\$2,000	
					Sub-Total	\$25,100
199-6400 - SCE - Travel and Fees						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	2	Professional Development of Counseling Staff		\$500	
					Sub-Total	\$500
263-6300 - Title III - Supplies and Materials						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Supplies and Materials for TEKS Delivery		\$11,245	
2	1	1	Suppleis and Materials for Research-Based Teaching Strategies		\$11,245	
					Sub-Total	\$22,490
263-6400 - Title III - Travel and Fees						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Professional Development Training		\$2,300	
1	1	4	Professional Development Training		\$2,300	
					Sub-Total	\$4,600

255-6100 - Title II - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salaries for HQ Certified Staff		\$99,531
2	1	1	Salaries of HQ Staff		\$99,531
Sub-Total					\$199,062
263-6200 - Title III - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$100
1	1	4	Professional Development Training		\$100
2	1	1	Professional Development Training		\$100
Sub-Total					\$300
255-6200 - Title II - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$100
1	1	5	Professional Development Training		\$100
2	1	1	Professioanl Development Training		\$100
Sub-Total					\$300
Grand Total					\$1,930,467