

Monahans-Wickett-Pyote Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



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 2008-2009, 2009-2010, 2010-2011, 2011-2012 and TAPR from 2012-2013 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 - 6.5%; Hispanic - 55.34%; White - 37.04%; Indian - .32%; Asian .3%; 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: 2008-09 - 52.8%; 2009-10 - 55.3%; 2010-11 - 54%; 2011-2012 - 49.5%; and, 2012-2013 - 46.5. This population shows the most change over the five years by increasing from 48% to 54%, then returning to 50% in 2011-2012 and dropping again in the 2012-2-13 to 46.5%.

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 - 69.8 students and 3.8% of the total student population; Kindergarten - 159.8 students and 9.1% of the total student population; First Grade - 161.0 students and 8.3% of the total student population; Second Grade - 161.0 students and 8.3% of the total student population; Third Grade - 152.2 students and 8.1% of the total student population; Fourth Grade - 150.83 students and 7.60% of the total student population; Fifth Grade - 148.83 students and 7.60%; Sixth Grade - 147.66 students and 7.6% of the total student population; Seventh Grade - 146.0 students and 7.40%; Eighth Grade - 143.0 students and 6.4% of the total student population; Ninth Grade - 161.0 students and 7.8% of the total student population; Tenth Grade - 143.0 students and 6.50%; Eleventh Grade - 132.50 students and 6.50%; and, Twelfth Grade - 123.6 students and 5.4% of the total student population. As seen through this data, the student population is growing in grades Kindergarten - Sixth Grade. The student population tends to drop a small amount in the secondary levels. The community has grown rapidly in the past 2-3 years with the growth of the oil boom with young families.

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 - 19.90 students; First Grade - 19.53 students; Second Grade - 19.76; Third Grade - 18.96; Fourth Grade - 18.20; Fifth Grade - 19.71; and, Sixth Grade - 20.10. For the secondary levels, the class size averages are presented according to core classes as follows: English Language Arts - 14.86; Math - 14.08; Science - 15.83; and, Social Studies - 15.78. 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, until the 2-13-2-14 school year. This was due to not having any applicants. 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 in 2011-12 and to 1124 students in 2012-13. For the 2012-2013 school year the special programs are as follows: Gifted and Talented - 84 students representing 3.9% of the total student population; Career and Technology - 467 students representing 21.8% of the total student population; LEP - 134 students representing 6.3% of the total student population; Economically Disadvantaged - 994 students representing 46.5% of the student population; At-Risk - 1124 students and 52.5% of the student population; and, Special Education - 216 students and 10.1% 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 and now 216 in 2012-13.

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 - 2.91%; First Grade - 3.08%; Second Grade - 2.06%; Third Grade - 1.50%; Fourth Grade - .63%; Fifth Grade - 1.58%; Sixth Grade - .55%; Seventh Grade - .70%; and, Eighth Grade - 1.70%. These retention rates show that most of the retainees are in grades kindergarten through first grade. First grade was at 6.2% for the 2012-12 school year which is an increase of 3%. The standard accountability measure for drop-outs for the past five years is as follows: 2008-09 - 0.0%; 2009-10 - 0.0%; 2010-11 - 0.3%; 2011-12 - 0.0%; and, 2012-13 - 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: 2009-10 - 88.8%; 2010-11 - 91.4%; 2011-12 - 88.8%; and, 2012-13 - 87.7%; and, 2012-13 - 93.0%. 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 95.10% based upon the following yearly rates: 2008-09 - 95.3%; 2009-10 - 95.5%; 2010-11 - 95.5%; 2011-12 - 95.1%.

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 elementary grade level has been growing in the last 3 years.

Demographics Needs

1. The number of students which have qualified for special education programs continues to be fairly high and represents approximately 10% of the total student population.
2. The student At-Risk special program has increased significantly from the 2007-08 school year to the 2012-13 school year. This is due to the increase in population.

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.
5. The growth in population has been a challenge in the area of construction.

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 2013-2014 school year, Monahans-Wickett-Pyote ISD achieved the following Accountability ratings:

Index 1: Student Achievement - Index Score = 64

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

Index 2: Student Progress - Index Score = 35

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

Index 3: Closing Performance Gaps - Index Score = 31

- 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 = 65

- 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 19 of 29 - 66%
- 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 38 out of 48 = 79%

Student Achievement Strengths

MWPISD "met standard" on the state accountability system

Five of the six campuses in the district "met standard" on the state accountability system

Gains in students performance on STAAR assessments are:

- Fifth grade math - increased 22% from 2012
- Eight grade math - increased 9% from 2012
- Algebra I - increased 11% from 2013
- Fifth grade reading - 17% from 2012
- Eighth grade reading - 24% from 2012

System Safeguards met: 19 out of 29

Student Achievement Needs

- System Safeguards below the 55% State Target: Reading - African American, Special Education and English Language Learners; Mathematics - Special Education and English Language Learners; Writing - Hispanic, Economically Disadvantaged and Special Education; Science and Social Studies - Special Education
- Develop and monitor groups in all content areas
- Intervention and Enrichment programs/processes
- Participation in School Improvement Program at the district and campus level
- Comprehensive Systemic Support provided by Region 18
- Comprehensive Systemic Support Plus by Region 18
- Scheduled PLCs at district and campus levels to disaggregate benchmark/state assessment data

District Culture and Climate

District 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 participant 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 campuses' 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.

District Culture and Climate Strengths

- Number of students participating in extra-curricular activities
- District DAEP and District Liaison Officer
- Crisis Management Plan with the addition of Cop Sync.
- 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

District Culture and Climate Needs

- Parent, student and staff surveys to be conducted in the spring semester.
- Training of employees on "bullying"
- 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 six 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%
- **2012-13:** African-American: 0.0 - 0.0%; Hispanic: 29.9 - 20.9%; White: 110.8 - 77.6%; Males: 29.1 - 20.4%; and, Females: 113.7 - 79.6%

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%

2012-13: Beginning Teachers: 20.3 - 14.2%; 1-5 Years Experience: 29.0 - 20.3%; 6-10 Years Experience: 18.0 - 12.6%; 11-20 Years Experience: 43.2 - 30.3%; Over 20 Years Experience: 32.3 - 22.6%

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 16-20.5 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: TEKS Resource 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, Word Wall 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.

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. Research and preparation have already begun to prepare for the new Teacher evaluation system that will be implemented during the 2015-16 school year.

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
- Teacher salaries for 20+ years of experience are above state average

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
- 2012-13 Texas Academic Performance Report indicates that the district is paying below state average in average teacher salary up to 20 years of experience

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 in Region 18 Comprehensive Systemic Support
- Proactive use of data from benchmark and checkpoint tests
- Professional Learning Communities
- Integration of technology
- Differentiation of Instruction
- Data developed curriculum and instructional strategies
- RTI model
- Targeted Professional Development

Curriculum, Instruction, and Assessment Needs

- Participation in Region 18 Cohorts
- Continued participation of Region 18 Comprehensive Systemic
- Implementation of Region 18 Comprehensive Systemic Plus
- Implementation of ICU Program
- Intervention and Enrichment Programs
- Ensuring curriculum has sufficient depth and rigor
- Maintaining strong remediation and RTI practices
- Maintaining curricular alignment
- Continuing to provide meaningful high quality staff development
- 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 2014-15 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 2014-15 the district will again partner with ESC Region 18 to distribute an online parent survey. Eighty-Two parents participated in the 2013-14 survey, so participation is very low.

District Context and Organization

District 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 level PLCs.

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.

District Context and Organization Strengths

- High quality educational staff
- Resources
- Participation in educational conferences: 504, Dyslexia, Assessment Conference, TEPSA, Bilingual Conference, CAMT, CAST, TCEA and TEKS Resource Conference
- 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)

District Context and Organization Needs

- Student and teacher survey conducted in the spring of 2014
- Scheduled district level PLCs to disaggregate benchmark and state assessment data
- 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.

The Monahans-Wickett_Pyote ISD currently enjoys a 100% networked district. Our district network infrastructure consists of a 100mbps fiber optic connection to Region 18 ESC as well as fiber optic cabling providing a minimum connection speed of 1000mbps to every campus in the district.(Completed bringing in elementaries Spring 2014) Campuses serving grades 7-12 contain 10/100/1000 switches while grades PK-6 contain 10/100 switches. (Planned for upgrade 2014-2015, budget dependent) All campuses have enhanced Cat5 Ethernet connecting all classrooms, labs, offices, libraries and cafeterias to the Internet. Grades 9-12 also benefit from having all classrooms, labs, offices, libraries and cafeterias wirelessly connected with speeds up to 300mbps. (Completed 2013-2014)

All professional employees have computers in their classrooms and are using a district-wide gradebook program. The gradebook program is web based giving staff the ability to have access at work and at home. The gradebook program offers parental access to their children's grades and attendance.

All employees of MWPISD have access to email and the Internet. The school web site allows teachers to build their own personalized web pages.

All classrooms have interactive whiteboards with integrated projection. Smart Boards are installed from grades 4-12 while Promethean Boards are used from grades PK to 3.

Interactive response systems are in use in 100% of the classrooms from grade 4 to 6 with several more in various locations across the district.(Completed 2013-2014 school year)

Every campus grades 1-12 have an automated library and online catalog. All libraries have a computer lab which provides Internet, on-line catalog, and web based AR and STAR reading assessments. Every classroom has access to their campus library's online catalog. Access to the campus catalogs will be expanded to full Internet access for catalog searches at home for the 2014 – 2015 school year.

All classrooms have a teacher computer, and most have at least one student computer connected to the Internet, network printers and copiers and software on LAN servers.

The district has one dedicated distance learning classroom with 2 additional portable (Mondo Pad) devices bringing the total to 3 distance learning capable locations. (MEC Mondo added 2013-2014)

Special Education Department and staff utilize the web based ESPED program with access from school or home.

Cafeteria Department uses the Nutri Kids server based software that additionally allows for true online bill paying for parents.

Campus offices and business offices utilize the web based TxEIS Student Information System for student record management as well as all back office accounting

Technology Strengths

During the 2013-2014 school year the Monahans High School campus became the first of MWPISD's six campuses to have adequate wireless signal available to all instructional areas.

Wireless signal was provided to the MEC campus with a saturation rate of approximately 75% of their instructional areas.

MEC added a Mondo Pad computing device to their instructional routine. This device can serve not only as an interactive board, display signage, but it also serves as a distance learning connection to Region 18.

Student response system implemented at 100% of the classrooms at grades 4-6. These allow for teachers to quickly access prior knowledge and concept retention.

MWPISD plans to replace the teacher computers and lab computers for 3 grade levels every school year. During the 2013-2014 school year we surpassed our goal and replaced all of the teacher computers at MHS as well as the 3 primary computer labs on that campus.

During the 2013-2014 school year the concept of Active Directory was applied to one half of the district's computers. This allowed for better control over the computer systems as well as enhanced data integrity. For the start of the 2014-2015 school year, MWPISD will have almost every site included in this system. (Exceptions are MHS Field House and Transportation)

During the summer of 2014 technology staff worked not only on the completion of Active Directory, for grades PK thru 6, but implementing the new System Center Configuration Manager as well. The addition of SCCM to our district will enhance the ability of limited staff to maintain the computing systems throughout the district.

2014 saw the demise of Windows XP. While computers that are currently running Windows XP do not “up and quit” their operating system will no longer be supported by Microsoft. During the summer of 2014, MWPISD’s technology staff have been upgrading computers to operate on Windows 7 wherever possible. This requires the addition of RAM on many computers and re-installation of needed software. While time consuming it has also given us the side benefit of removing accumulated malware and items that might have been installed without complete documentation. At the close of summer 2014 we expect to have 100% of staff using Windows 7. This will place us on considerably better footing where security is concerned. Many of our computers simply cannot be upgraded to Windows 7. These systems will be cycled out as options present themselves.

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:

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
- Federal Report Card Data
- PBMAS 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Male / Female performance and participation data
- Special education 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 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

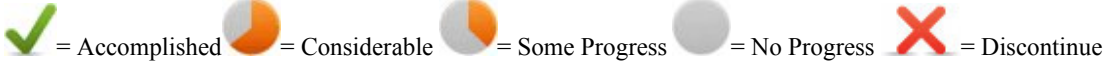
Goals

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Monahans-Wickett-Pyote ISD will maintain or improve to the next level of ratings on all campuses, as well as at the district level, for the 2014-2015 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 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>1) Professional development will be provided to staff in methods of innovative delivery of the TEKS including but not limited to: TRS Conference; Dyslexia Training; CSS; CSS+; CAMT; CAST; TASA Assessment Conference; TCEA; Parental Involvement; 504; TTM (Think Through Math); Lead4ward; TABE; Title III Symposium; TIVA State Training; Study Island; and, Region 18 Trainings.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principals Superintendent Assistant Superintendent Special Programs Director	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 - \$13248.00, 255-6200 - Title II - Contract Services - \$84564.00, 263-6200 - Title III - Contract Services - \$1500.00, 211-6400 - Title I - Travel and Fees - \$34200.00, 255-6400 - Title II - Travel and Fees - \$8380.00, 263-6400 - Title III - Travel and Fees - \$3875.00							
<p>System Safeguard Strategies</p> <p>2) Highly qualified teaching and administrative staff will be employed to deliver the TEKS with emphasis on reading, math, science, social studies and technology.</p>	1, 2, 3, 8, 10	Principals Superintendent Assistant Superintendent Special Programs Director	Highly Qualified Staff Survey Due November 17, 2014				
Funding Sources: 211-6100 - Title I - Salaries - \$203950.00, 211-6300 - Title I - Supplies and Materials - \$69758.00, 263-6300 - Title III - Supplies and Materials - \$9510.00, 255-6300 - Title II - Supplies and Materials - \$2600.00							
<p>System Safeguard Strategies</p> <p>3) Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; I-Stations (K-8); Think Through Math (3-12); Dibels (K-3); AIMSWeb (1-3) Kamico; Mentoring Minds; Math by Morriss; DynaEd (7-12); Study Island; AI materials; Plan4Learning; and, TEKS Resource Management System.</p>	1, 2, 8, 9, 10	Principals Superintendent Assistant Superintendent of Curriculum & Instruction Director of Special Programs	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				
Funding Sources: 211-6200 - Title I - Contract Services - \$13248.00, 211-6300 - Title I - Supplies and Materials - \$69758.00, 255-6300 - Title II - Supplies and Materials - \$2600.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$30000.00							

4) TELPAS raters & TOTs will be trained and/or retrained to state specifications to assist LEP students in meeting federal requirements including AMAO and PBMAS.	1, 2, 3, 4, 8, 10	LPAC Committees from Each Campus TELPAS Raters Superintendent Principals Special Programs Director	Documentation of certified Trainer of Trainees Documentation of certified TELPAS Raters				
Funding Sources: 263-6200 - Title III - Contract Services - \$1500.00, 263-6400 - Title III - Travel and Fees - \$3875.00							
<p align="center">System Safeguard Strategies</p> 5) To address the district's state/federal assessment ratings, the following professional development will be implemented in reading and math: CSS & CSS Cohorts; CSS+; I-Stations; Differentiated Curriculum; Lead4Ward; STAAR4Ward; TEKS Resource Management System; and, TAIS process at Campus & District levels.	1, 2, 4, 8, 9, 10	Reading Coaches Teachers Administrators Superintendent Assistant Superintendent ESC 18 Staff External PSP DCSI	Following Data Reviewed: Benchmarks; I-Stations/TTM Data; RtI/SST; AMAO; PBMAS; and, State/Federal Assessment Data from 2013-2014 Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records				
Funding Sources: 211-6200 - Title I - Contract Services - \$13248.00, 255-6200 - Title II - Contract Services - \$84564.00, 211-6400 - Title I - Travel and Fees - \$34200.00, 255-6400 - Title II - Travel and Fees - \$8380.00							
							

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 federal and state standards for the 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</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; Math Labs; Power Reading Labs; SPED Software Programs; Accelerated Instruction (AI) and (AI) materials; Study Island; Thinking Maps; Think Through Math; Odyssey Ware; Mentoring Minds; DynaEd - English for Success; Why Try; and, Summer School.</p>	1, 2, 3, 7, 8, 9, 10	Administrators Counselors Superintendent Assistant Superintendent Special Programs Director	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 - \$13248.00, 211-6100 - Title I - Salaries - \$203950.00, 255-6200 - Title II - Contract Services - \$84564.00, 263-6200 - Title III - Contract Services - \$1500.00, 263-6300 - Title III - Supplies and Materials - \$9510.00, 211-6300 - Title I - Supplies and Materials - \$69758.00, 199-6100-23 - SPED Salaries - \$973692.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$30000.00							
<p>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).</p>	1, 2, 8, 9, 10	Counselors Principals	Documentation of offered programs and students served Counselors' records Dual enrollment classes AEIS data Index 3 - Closing the Performance Gap data Index 4 - College/Career Readiness data				
Funding Sources: 199-6100 - SCE - Salaries - \$204481.00, 199-6400 - SCE - Travel and Fees - \$1250.00, 244-6300 - Carl Perkins' Supplies and Materials - \$18533.00							
<p>System Safeguard Strategies</p> <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>	1, 2, 7, 8, 9, 10	Campus Student Success Teams Administrators Superintendent Assistant Superintendent	Review intervention strategies Tutorial attendance sheets Review of SST agendas and minutes				

4) Appropriate assessment for individual identification into special programs will follow state and federally mandated timelines.	1, 2, 8, 9, 10	Principals Counselors SPED Director PEIMS Coordinator Superintendent Assistant Superintendent Special Programs Director	Documentation obtained through the use of district-generated or state-generated forms addressing all special populations' testing and accommodations				
5) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.	1, 2, 3, 8, 9, 10	Principals Counselors Superintendent Assistant Superintendent SPED Teachers SPED Director PEIMS Coordinator Special Programs Director Campus School Secretaries	Schedules checked for least restrictive environments PEIMS data reviewed				
6) MWPISD will review the graduation plans for all students to meet specifics of HB 3, HB 5 and SB 8.	1, 2, 8, 9, 10	Secondary Principals Counselors Superintendent Assistant Superintendent	Number of students on each graduation plan Individualized Personal Graduation Plans (PGPs) generated through DMAC program - Grades 7-12				
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 MEC Staff	Counselors' notes & recommendations MEC application process				
Funding Sources: 199-6300 - SCE - Supplies and Materials - \$25100.00, 199-6100 - SCE - Salaries - \$111925.00							
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 - \$18533.00, 244-6400 - Carl Perkins - Travel and Fees - \$3000.00							

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 Special Programs Director	Process review by the campus 504 coordinators & Special Programs Director 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 Special Programs Director Trained Dyslexia Personnel	Review of: --504 Files --TAPR Results --I-Stations End-of-Year Reports --Campus Summary of Identified Students				
11) The district's campuses 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; Improvement Required (IR) 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.	1, 2, 8, 10	Superintendent Assistant Superintendent Special Programs Director Campus Administrators	Campus reports/results for each special population group includes: --I-Stations Data --TAPR 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 --Federal Data --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data --ICU Data				
12) 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.	1, 2, 10	Superintendent Assistant Superintendent District Testing Coordinator Campus Testing Coordinators Campus Administration	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				

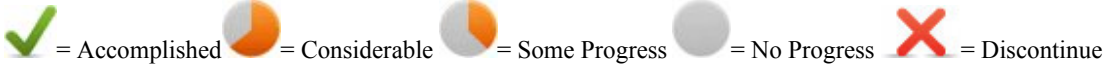
<p>System Safeguard Strategies 13) Campus teams will address the needs of Sudderth to raise the current accountability level of Improvement Required (IR).</p>	1, 2, 10	Superintendent Assistant Superintendent Sudderth Campus Administrators Sudderth Counselors Sudderth Teachers External PSP DCSI	Review of: TAPR Data Federal Focus/Priority Data Goals of the School Improvement Plan (SIP)				
<p>System Safeguard Strategies 14) The District will provide a viable, sequential, aligned curriculum through the provision of the TEKS Resource Management System.</p>	1, 2, 8, 9, 10	Superintendent Assistant Superintendent Campus Administrators Campus CSS Cohort Teams	Evidence of an aligned curriculum: Lesson plans review Campus administrators' observations Cohort attendance				
Funding Sources: 211-6200 - Title I - Contract Services - \$13248.00							
<p>System Safeguard Strategies 15) Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students, SSI, EOC and kindergarten and first grade bilingual students.</p>	1, 2, 3, 8, 9, 10	Superintendent Assistant Superintendent Superintendent Special Programs Director	Summer School Grades and Attendance Records Accelerated Instruction Attendance Records				
							

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 TAPR, Federal Focus/Priority 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 TAPR Data Final Principal's Reports on Attendance PEIMS Summer Submission Data				
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 TAPR Data Final Principal's Reports on Attendance PEIMS Summer Submission Data				

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 TAPR Data Final Principal's Reports on Attendance PEIMS Summer Submission Data				
	Funding Sources: 199-6100 - SCE - Salaries - \$15484.00						
							






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
<p>System Safeguard Strategies</p> <p>1) Each campus will provide programs to foster an increase in parent and community involvement.</p>	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/advisory groups to be in full participation in all campus/district activities and organizations.	1, 2, 6, 10	Superintendent Assistant Superintendent Special Programs Director Principals Assistant Principals Counselors Teachers	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	Special Programs Director Principal Teachers District Parental Involvement Coordinator	Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2015				

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 Teams; ESC 18 Trainings; SSI/Student Support Teams State & Federal Funding Programs Evaluation Teams; School Events & Activities; and Safe & Drug-Free Activities.	1, 2, 6	Superintendent Assistant Superintendent Special Programs Director District Parental Involvement Coordinator SPED Director Principals Counselors Parents Community Members	Survey of participation in all activities measured by sign-in sheets Parent/Community membership rosters Documentation of campus programs				
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.	1, 2, 6, 10	Principals Counselors Superintendent Special Programs Director Assistant Superintendent District Parental Involvement Coordinator	Attendance Sign-In Sheets Training Agendas				
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.	1, 2, 6, 10	Administrators Counselors Special Programs Director District Parental Involvement Coordinator	Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent trainings on Parental Involvement				
7) Continual communication will be provided to parents through the district website, letters, newsletters, fliers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.	1, 2, 6, 10	Campus Administrators Counselors Teachers Assistant Superintendent	Review of written communication to parents in both English and Spanish Audit of information provided on district website				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2000.00							

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 District Parental Involvement Coordinator Parent Representatives	Documentation of attendance at State Parental Involvement Conference				
Funding Sources: 211-6400 - Title I - Travel and Fees - \$2000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 5: Monahans-Wickett-Pyote ISD will provide disciplined, safe environments conducive to learning at all district facilities, as well as safety and security at all district activities.

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

Summative Evaluation: 100% of parental and community concerns about safety and security will be addressed in a timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) To provide safe schools, the district will continue to examine its security at every building seeking to correct identified problems, as well as provide security at district activities.	1	Superintendent School Support Services Director District Liaison Officer Campus Administrators Maintenance Workers Custodial Staff Grounds Staff Cafeteria Department Transportation Department 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				
2) 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 of Fast Passes Audit by DPS				
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.	1, 2	Principals Superintendent Assistant Superintendent School Support Services Director District School Nurses Counselors Teachers SHAC First Responders	Disciplinary Records Educators Handbook Software Survey Results Federal Compliance Report Committee Meeting Agendas and Sign-In Sheets				


4) 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 Special Programs Director SHAC Committee Members District Nursing Staff	SHAC minutes and agendas				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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) Staff development of technology application and integration will be provided in each content area leading to full implementation of technology in learning environments.	1, 2, 3, 9, 10	Campus Administrators Superintendent Assistant Superintendent Technology Director	Staff Development Sign-In Sheets Computer Lab Usage Logs Lesson Plan Reviews Review of PDAS Domain 2, Indicator 9				
				Funding Sources: 244-6300 - Carl Perkins' Supplies and Materials - \$18533.00			
2) 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 Assessments Addressing Technology District Technology Plan Inventory of Technology Equipment				
				Funding Sources: 199-6300 - SCE - Supplies and Materials - \$2000.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$30000.00, 244-6300 - Carl Perkins' Supplies and Materials - \$18533.00			
3) Bring Your Own Device (BYOD) will continue to be used at secondary campuses as a first step in migrating to one-on-one technology in classrooms.	1, 2, 8, 9, 10	Superintendent Assistant Superintendent Campus Administrators Teachers Students	STaR Chart Survey Results				
							

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) Facilities Management Committee will create a district long-term maintenance and improvements facility plan for all campuses and district facilities and buildings.	1, 2	Superintendent School Support Services Director Administrators Community Members Business Members Board of Trustees	Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings - agendas & sign-in sheets				
2) Director of School Support Services will supervise the following departments: grounds, maintenance, food services, transportation, facilities management, safety and security.	1, 5	Superintendent School Support Services Director	Minutes of meetings with different department supervisors and Director of School Support Services				
3) Construction of 6 new classrooms, 2 student bathrooms (boys' & girls'), faculty bathroom, custodial closet, electrical room and storage room at Sudderth Elementary will be completed during the 2014-15 school year.	1, 2, 5	Superintendent School Support Services Director Sudderth Campus Administrators Parkhill, Smith & Cooper Architectural Firm	Completion of construction projects				
4) Funds will be allocated in the 2014-15 budget to allow for the following improvements: --Resurface the south tennis courts --Resurface the tracks at Estes and Bell fields --Replace the football turf and apply "e-layer" under the turf	1	Superintendent Business Manager Board of Trustees School Support Services Director	Completion of improvements				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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; Why Try; Veterans Day Assembly; 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 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 Special Programs Director	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 Principals Counselors Teachers	Results of Parent, Teacher and Student Surveys				
4) 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.	1, 2, 6	Counselors Campus Administration Assistant Superintendent Special Programs Director School Nurses Teachers	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				


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".	1, 2, 6	Campus Administrators Superintendent Assistant Superintendent School Support Services Director	Documentation of reports filed using materials from Walsh & Anderson toolkit				
6) School culture will focus on all students completing all assignments throughout the year through the ICU process.	1, 4, 6, 9, 10	Superintendent Assistant Superintendent Campus Administrators Teachers Counselors ICU Lifeguards	Decrease of students on ICU list for incomplete assignments				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$69758.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 9: Monahans-Wickett-Pyote ISD 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 school district through the retention of district staff.

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				
Funding Sources: 255-6400 - Title II - Travel and Fees - \$8380.00							
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	PDAS Evaluation Walk-Through Data TAPR 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 Personnel Secretary Campus Administrators	District positions filled with highly qualified employees Records from job fairs attendance				
Funding Sources: 255-6400 - Title II - Travel and Fees - \$8380.00							
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 Special Programs Director Business Manager Campus Administrators	Review class size numbers for dual enrollment classes Tutoring attendance sheets				

5) MWPISD will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions.	1, 2, 10	Campus Administrators Superintendent Assistant Superintendent Special Programs Director	Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district				
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; I-Stations; TEPSA; Title III Symposium; Frog Street; TABE; Student Success; School Climate; Lead4Ward; CSS and CSS+; ICU; and, New Employees' Training.	1, 2, 3, 4, 5, 6, 10	Superintendent Assistant Superintendent Special Programs Director Campus Administrators	TAPR Data Retention of Employees Federal Data				
7) MWPISD 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 Assistant Superintendent Special Programs Director	Numbers accessing the district's website will continue to increase District/campus documentation of parental involvement				
							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Professional development will be provided to staff in methods of innovative delivery of the TEKS including but not limited to: TRS Conference; Dyslexia Training; CSS; CSS+; CAMT; CAST; TASA Assessment Conference; TCEA; Parental Involvement; 504; TTM (Think Through Math); Lead4ward; TABE; Title III Symposium; TIVA State Training; Study Island; and, Region 18 Trainings.
1	1	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	1	3	Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; I-Stations (K-8); Think Through Math (3-12); Dibels (K-3); AIMSWeb (1-3) Kamico; Mentoring Minds; Math by Morriss; DynaEd (7-12); Study Island; AI materials; Plan4Learning; and, TEKS Resource Management System.
1	1	5	To address the district's state/federal assessment ratings, the following professional development will be implemented in reading and math: CSS & CSS Cohorts; CSS+; I-Stations; Differentiated Curriculum; Lead4Ward; STAAR4Ward; TEKS Resource Management System; and, TAIS process at Campus & District levels.
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; Math Labs; Power Reading Labs; SPED Software Programs; Accelerated Instruction (AI) and (AI) materials; Study Island; Thinking Maps; Think Through Math; Odyssey Ware; Mentoring Minds; DynaEd - English for Success; Why Try; and, Summer School.
2	1	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.
2	1	13	Campus teams will address the needs of Sudderth to raise the current accountability level of Improvement Required (IR).
2	1	14	The District will provide a viable, sequential, aligned curriculum through the provision of the TEKS Resource Management System.
2	1	15	Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students, SSI, EOC and kindergarten and first grade bilingual students.
4	1	1	Each campus will provide programs to foster an increase in parent and community involvement.

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-5-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$9,500.00
199-11-6119-00-XXX-4-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$690,009.00
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	\$342,482.00
199-11-6141-00-XXX-4-30	6141 Social Security/Medicare	\$12,863.00
199-11-6142-00-XXX-4-30	6142 Group Health and Life Insurance	\$121,500.00
199-11-6143-00-XXX-4-30	6143 Workers' Compensation	\$6,738.00
199-11-6144-00-XXX-4-30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$66,185.00
199-11-6146-00-XXX-4-30	6146 Teacher Retirement/TRS Care	\$26,249.00
6100 Subtotal:		\$1,277,826.00

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 2014, 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.

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: TEKS Resource System, ICU, Region 18 CSS and CSS+, Think Through Math and IStations. 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 \$7,990 - \$11,962 depending on years of experience on ath Bachelor's pay scale. For the 2014-2015 school year individual teachers will see at least a four 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 ESEA 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

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

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:

- 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>
Delma Bustos	Instructional Aide	Title I	
Heather Boone	Teacher	Title I	
Jacque Cosby	Instructional Aide	Title I	
Kathy Cornelius	Reading Interventionist	Title I	
Leisa Phipps	Instructional Aide	Title I	
Whitney Brockman	Reading Interventionist	Title I	

2014-2015 District Improvement Committee

Committee Role	Name	Position
Assistant Principal	Mayna Carrasco	Sudderth Elementary
Assistant Principal	Matt Pond	Tatom Elementary
Assistant Principal	Donnie Scott	Walker Junior High
Assistant Principal	Daniel Sharp	Monahans High School
Assistant Superintendent	Bonnie Richardson	Administration Building
Business Representative	Camilla Blum	
Business Representative	Georganna Swanson	
Classroom Teacher	Lyndal Akins	Tatom Elementary
Classroom Teacher	Carla Amburn	Walker Junior High
Classroom Teacher	Nancy Carter	Walker Junior High
Classroom Teacher	Ashley Ceballos	Cullender Kindergarten
Classroom Teacher	Sherry Hunter	Sudderth Elementary
Classroom Teacher	Patricia Montez	Sudderth Elementary
Classroom Teacher	Peggy Mullins	Tatom Elementary
Classroom Teacher	Terri Olstowski	Cullender Kindergarten
Classroom Teacher	Alexa Olstowski	Tatom Elementary
Classroom Teacher	Laure Owens	Monahans High School
Classroom Teacher	Tracie Porras	Monahans High School
Classroom Teacher	Yecenia Ramirez	Cullender Kindergarten
Classroom Teacher	Heather Rohde	Tatom Elementary
Classroom Teacher	Lori Salazar	Monahans High School
Classroom Teacher	Emerald Sharp	Walker Junior High
Classroom Teacher	Cindy Simpson	Monahans High School
Classroom Teacher	Kara Taylor	Sudderth Elementary
Classroom Teacher	Jay Thomas	Monahans Education Center

Classroom Teacher	Kellye Valenzuela	Sudderth Elementary
Classroom Teacher	Jessica Ziegler	Monahans High School
Community Representative	Hollie Bostick	
Community Representative	Delores Hill	
District-level Professional	Amy Strickland	Sudderth Elementary
Non-classroom Professional	Bonnie Benad	Tatom Elementary
Non-classroom Professional	Kristi Jones	Walker Junior High
Non-classroom Professional	Blanca Smith	Monahans Education Center
Non-classroom Professional	Kim Thomas	Monahans High School
Non-classroom Professional	Lynette Watson	Monahans High School
Parent	Hollie Francisco	
Parent	Crystal Moore	
Principal	Chad Branham	Walker Junior High
Principal	Patty Dominguez	Monahans High School
Principal	Brandi Moore	Cullender Kindergarten
Principal	Chad Smith	Monahans Education Center
Principal	Jill Steen	Tatom Elementary
Principal	Michael Valencia	Sudderth Elementary
Special Programs Director	Doug Doege	Administration Building
SPED Director	Kim Gilliam	SPED Building
Superintendent	Kellye Riley	Administration Building
Support Services Director	Jeff Jones	Administration Building

District Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salaries for HQ Certified Staff		\$203,950.00
2	1	1	Salaries of HQ Staff		\$203,950.00
Sub-Total					\$407,900.00
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Comprehensive School Support Services		\$13,248.00
1	1	3	Comprehensive School Support Services		\$13,248.00
1	1	5	Comprehensive School Support Services		\$13,248.00
2	1	1	Comprehensive School Support Services		\$13,248.00
2	1	14	Comprehensive School Support Services		\$13,248.00
Sub-Total					\$66,240.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials for TEKS Delivery		\$69,758.00
1	1	3	Innovative Curriculum Programs		\$69,758.00
2	1	1	Supplies and Materials for Research-Based Teaching Strategies		\$69,758.00
4	1	1	Supplies and Materials to Encourage Parental Engagement		\$2,000.00
4	1	7	Supplies and Materials to Encourage Parental Engagement		\$2,000.00
8	1	6	Ttile I - Supplies & Materials		\$69,758.00
Sub-Total					\$283,032.00
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$34,200.00
1	1	5	Professional Development Training		\$34,200.00

4	1	8	Professional Development Training in Parental Engagement		\$2,000.00
Sub-Total					\$70,400.00
255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,600.00
1	1	3	Innovative Curriculum Programs		\$2,600.00
Sub-Total					\$5,200.00
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$8,380.00
1	1	5	Professional Development Training		\$8,380.00
9	1	1	Travel and Registration Fees for Job Fairs		\$8,380.00
9	1	3	Travel and Registration Fees for Job Fairs		\$8,380.00
Sub-Total					\$33,520.00
199-6100-23 - SPED Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Salaries of SPED Staff		\$973,692.00
Sub-Total					\$973,692.00
244-6300 - Carl Perkins' Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$18,533.00
2	1	8	Supplies and Materials for CTE Courses		\$18,533.00
6	1	1	Supplies and Materials for Technology Improvement in CTE		\$18,533.00
6	1	2			\$18,533.00
Sub-Total					\$74,132.00
244-6400 - Carl Perkins - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Professional Development Training for CTE Staff		\$3,000.00

					Sub-Total	\$3,000.00
199-6100 - SCE - Salaries						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	2	Salaries for Counseling Staff		\$204,481.00	
2	1	7	Salaries for Staff Serving Students at MEC		\$111,925.00	
3	1	1	Partial Salary for District Liason Officer		\$15,484.00	
3	1	2	Partial Salary for District Liason Officer		\$15,484.00	
3	1	3	Partial Salary for District Liason Officer		\$15,484.00	
					Sub-Total	\$362,858.00
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		\$25,100.00	
6	1	2	Supplies and Materials for Technology Upgrade		\$2,000.00	
					Sub-Total	\$27,100.00
199-6400 - SCE - Travel and Fees						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	2	Professional Development of Counseling Staff		\$1,250.00	
					Sub-Total	\$1,250.00
263-6300 - Title III - Supplies and Materials						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Supplies and Materials for TEKS Delivery		\$9,510.00	
2	1	1	Suppleis and Materials for Research-Based Teaching Strategies		\$9,510.00	
					Sub-Total	\$19,020.00
263-6400 - Title III - Travel and Fees						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Professional Development Training		\$3,875.00	
1	1	4	Professional Development Training		\$3,875.00	
					Sub-Total	\$7,750.00

263-6200 - Title III - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$1,500.00
1	1	4	Professional Development Training		\$1,500.00
2	1	1	Professional Development Training		\$1,500.00
Sub-Total					\$4,500.00
255-6200 - Title II - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Training		\$84,564.00
1	1	5	Professional Development Training		\$84,564.00
2	1	1	Professioanl Development Training		\$84,564.00
Sub-Total					\$253,692.00
270-6300 - Rural and Low Income - Supplies and Mat					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$30,000.00
2	1	1			\$30,000.00
6	1	2			\$30,000.00
Sub-Total					\$90,000.00
Grand Total					\$2,683,286.00