

Monahans-Wickett-Pyote Independent School District

Lathan Walker Junior High

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Based on accountability ratings determined by the Texas Education Agency, Lathan Walker Junior High will maintain or improve to the next level of ratings on all campuses, as well as at the district level, for the 2014-2015 school year	14
Goal 2: Lathan Walker Junior High will identify students who meet the requirements for special populations and provide programs and services to address their educational, social and emotional needs.	16
Goal 3: Lathan Walker Junior High will require all students to attend school consistently in order to achieve academic success.	19
Goal 4: Lathan Walker Junior High will have a positive, productive parental and community involvement.	20
Goal 5: Lathan Walker Junior High will provide disciplined, safe environments conducive to learning on-campus, as well as safety and security at all school activities.	21
Goal 6: Lathan Walker Junior High will provide every student the opportunity to use technology to aid in their academic growth.	23
Goal 7: Lathan Walker Junior High will develop a long-term plan for facility improvements to efficiently utilize and maintain our present facilities. .	23
Goal 8: Lathan Walker Junior High will instill in its students qualities of citizenship, healthy living choices, responsibility, pride and respect for peers, school employees, and school facilities.	26
Goal 9: Lathan Walker Junior High will incorporate effective communication with all students, parents, community members and employees to enhance the learning environment and provide for an efficient operation of the school district through the retention of district staff.	27
System Safeguard Strategies	28
State Compensatory	30
Budget for Lathan Walker Junior High:	30
Personnel for Lathan Walker Junior High:	32
Title I	33
Schoolwide Program Plan	33
Ten Schoolwide Components	33
Campus Funding Summary	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

AEIS reports from school years 2010-11, 2011-2012, and TAPR report from 2012-2013 show that ethnicity demographics have remained fairly constant for the past three years. The breakdown by ethnicity is consistent with Hispanic and White students being the two dominant categories: Hispanic students consist 54.4%, White students 38.4%, and African American students at 5.4%. Total enrollment (2012-13 =294 students) has shown an increase of 14% in the last three years. The mobility rate is steadily increasing from 12.1% in 2011-12 to 14% in 2012-13.

Demographics Strengths

Student enrollment is increasing and will continue to increase in the future based on enrollment numbers at elementary campuses. We have an increasing mobility and we have seen an increase in student population over the last 24 months due to an increase in production in the oil industry. Attendance rates are as follows: 95.5% campus wide - Ethnic breakdown is as follows: AA - 96.4%, H - 95.3% and W - 95.7%. Our at risk population is 41.5%. Teacher to student ratio is 14.9 to 1 and rising. No students have dropped out over the last three years.

Demographics Needs

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

Student Achievement

Student Achievement Summary

Walker Jr. High will strive to close gaps between our Anglo, Hispanic and African American subgroups. We will address the needs of at-risk students through extended learning time programs. We will use inclusion and resource classes to increase the learning capacities of special education students. We will address the need to prepare for the increased rigor of the STAAR tests through our extended learning time. TEKS Resource System and Lead4Ward will be some of our guiding tools through our extended learning time. The students at WJH met or exceeded performance levels on all four of the indexes on the Performance Index Report for 2012-13. Students have succeeded on STAAR and have met or exceeded State averages in ELAR (75% passing) and Math (76% passing). Algebra I Level II satisfactory percentages are 100%. Science Level II satisfactory scores were 67%. Social studies Level II satisfactory scores were 52%.

Student Achievement Strengths

Students have shown an ability to succeed on the TAKS and STAAR over the past three years. The students at WJH have been able to increase the passing percentages during each stage in the STAAR process. Our Hispanic students are consistently improving their success rate and gradually closing the gap between themselves other student subgroups.

Student Achievement Needs

Due to the increased rigor of STAAR exams, we will need to provide more training and tools for our staff to promote student achievement. Hispanic and economically disadvantaged students continue to score below White and African American students. Improving these students' scores and closing learning gaps will be addressed through on-line program remediation and extended learning time tutorials. We have also purchased an abundance of materials designed to help students improve their ability to succeed on the STAAR. With the increase in the passing standards for STAAR exams, administration and faculty need to acquire appropriate information and tools necessary to facilitate a successful learning environment for our students.

School Culture and Climate

School Culture and Climate Summary

Students and teachers seem relatively satisfied with our school atmosphere. Active students (extracurricular activities) experience support and belonging from fellow students. Students that are not active in school life or extracurricular activities often suffer academically due to lack of educational incentive. Teachers recognize opportunities and strive to include all their students in our vision to increase student success. Behaviors are not the same for all student groups. Parental expectations often mimic students' actions. Drug and alcohol use seem to be on the increase evidenced by affirmative hits by our random drug dog searches. Students, parents, and staff feel that this school is a safe environment. Gang activity is minimal. Instances of bullying (after administrative investigations) are at a minimum. Reports of cyber-bullying, however, seem to increase annually.

School Culture and Climate Strengths

Walker Junior High provides a safe learning environment. Bullying issues are addressed immediately. Gang activity is minimal. We provide consistency through administrative expectations of student behavior. Our staff provides consistency in rule enforcement and student expectations. Our learning environment is strong and our school atmosphere is conducive and welcoming. Students have the opportunity to participate in numerous UIL events which increases extracurricular participation.

School Culture and Climate Needs

We need to offer more activities to get more students involved at WJH. It is important to improve parental involvement in student learning. Preparation of staff and students for the rigor of STAAR will become one of our top priorities. We will increase collaboration between subject area teachers through meetings and trainings provided during extended learning time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Walker Junior High is staffed with 100% highly qualified people. We extend a mentoring program to those young and improving teachers. MWP-ISD offers a competitive salary scale, insurance stipend, and quality campuses for those interested in working here. Professional development is offered through Region 18 and staff members also offer their expertise by conducting local training sessions. Professional development may be obtained through on-line or pre-recorded electronic transmissions as well.

Staff Quality, Recruitment, and Retention Strengths

Parents and teachers at this campus believe that all students can learn. They also believe that teachers hold high standards and demand quality work from their students. There is an atmosphere of mutual respect between the staff and the students. We offer a unique combination of experience and energetic staff members. The professional atmosphere is excellent.

Staff Quality, Recruitment, and Retention Needs

The availability of housing in Ward County is poor. Availability and access to STAAR related materials needs to be a priority. Workshops to help navigate the TEKS Resource System will be available for all staff members. We need more staff in core subject areas to be able to reduce our student-to-teacher ratio. It is important that we maintain a high quality staff. Doing so helps increase morale and allows for a more productive working environment. We must adjust to changes created by state and federal legislation, all the while maintaining a quality learning environment. We will create opportunities for the campus and staff to involve our parents in a more meaningful manner.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district aligns its curriculum with state standards (TEKS), 21st century learning skills and the TEKS Resource System. Teacher lessons are aligned and supported by utilizing the TEKS Resource System Instructional Focus Documents (IFDs), Years-At-A-Glance (YAG's), and TEKS Verification Documents (TVDs). Walker Junior High's curriculum is fully implemented and aligned with state and district goals. We measure our student achievement through TEKS Resource System unit tests, STAAR One tests/quizzes, and benchmark tests. Test results are monitored through the TEKScore component of our DMAC program. Analyzing test results helps us identify weaknesses and strengths. It also allows us to breakdown data by subgroup so we can address the needs of all students on the campus. We group these students in extended learning time based on DMAC information. The TEKS Resource System and classroom textbooks are the main sources for educational programs, activities and instructional strategies.

Curriculum, Instruction, and Assessment Strengths

The TEKS Resource System provides teachers, parents and students a curriculum that is aligned with state standards and expectations. Deficiencies throughout instructional units are readily identified and addressed. Educational successes are easily recognized and reinforced. Experienced staff members provide a strong mentoring program to help younger, more inexperienced teachers learn more quickly and adjust to the demands of being an educator.

Curriculum, Instruction, and Assessment Needs

Increased funding for the purchase of materials to help educators bolster instructional rigor will be necessary. We will need to coordinate a STAAR testing schedule cohesive with the numerous activities that take place on and off this campus involving WJH students. Providing staff opportunities to attend meaningful, relevant staff development would be beneficial. Changes in state curriculum present challenges to instructional delivery that we must address in each subject area. We must be able to provide our staff with appropriate educational tools and proper materials to succeed.

Family and Community Involvement

Family and Community Involvement Summary

Parents believe that Walker Junior High School is effective. Parents feel welcome and we endeavor to make them feel welcome. Electronic communication through e-mail, Remind 101, and our district website provides information to parents quickly and efficiently. Parent contact is generally on PRC days, through e-mail, phone conversations and scheduled parent conferences. We offer training for parents to learn how to navigate Grade book and access to their child's grades. The WJH website is extremely informative and accessible. Partnerships with businesses help provide school supplies for students who have difficulty purchasing their own. Businesses also provide our staff with items to help the students. Parents are asked to serve on school committees during the school year. These committees are the site based decision making committee and the Campus Improvement Team. We also have a parent who serves as campus liaison with our ELL students.

Family and Community Involvement Strengths

Parents in the community show confidence in Walker Junior High's staff and are comfortable knowing that their child will learn. The district requires a School, Student, and Parent compact to be signed and displayed in every classroom and from every parent. Safety is a priority at WJHS and parents believe their child is safe on this campus. Numerous extracurricular opportunities allow students to be involved and encourage parents to participate in the school atmosphere.

Family and Community Involvement Needs

Walker Junior High would benefit from more parent volunteers, especially parents volunteering in the classroom. Parent volunteer representation for all of our student subgroups is extremely difficult to attain. We welcome parents with a proactive approach.

School Context and Organization

School Context and Organization Summary

Students understand that school is a place to learn, socialize, and grow. Students generally have the necessary resources for a quality education. Students are well behaved, treated with respect and know that they have a safe learning environment. While at Walker Junior High, students encounter a positive learning experience. Teachers believe students need further knowledge to succeed at the next level. Scheduling provides all of our students necessary needs: core subjects, electives, extended learning time, and activities to maximize the success of our students. Annual, monthly, and weekly meetings are held with faculty and staff to insure proper alignment with state and local policies.

School Context and Organization Strengths

The TEKS Resource System, regular assessment, disaggregation of DMAC data, and incorporation of activities during extended learning time enhances our learning environment. The CNA process benefits our campus by giving us the opportunity to assess the needs of our campus policies and procedures.

School Context and Organization Needs

With the increasing student population, communication becomes more difficult. We seek to utilize more electronic sources for communication for the sake of speed and preserving paper resources. We also strive to communicate student or school successes by reporting good news to local media sources as well as on the WJH website.

Technology

Technology Summary

Technology on this campus is adequate, but aging rapidly. We have one mobile lab with 24 laptops, and two labs: one with 25 computers (used for our technology applications class) and one lab with 20 computers in the library. The math department also utilizes a laptop cart with 25 computers in it. Every teacher has a computer in his/her room with a interactive white board (Smart Board). Today's students are becoming more proficient with technology at earlier ages within the district. We have added 16 new student computers throughout various classrooms. Wireless Internet will be installed this school year. Students are also able to bring their own electronic device for academic purposes per our new BYOD (Bring Your Own Device) policy.

Technology Strengths

Interactive Smart Boards are being used extensively to support classroom goals. Students are able to lead/guide instruction by utilizing the Smart Board, especially in demonstration of new concepts. Teachers are able to incorporate information available through the Internet and with training have increased the use of the interactive Smart Boards.

Technology Needs

The district needs more personnel to help maintain the structure and operation of technology resources. We have one technology employee to cover the entire school district. Downtime with equipment becomes an issue with limited personnel to make repairs. With increasing web-based technologies and e-textbooks, we need more portable labs or permanent labs to give staff technology opportunities to present to their students.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS 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 Released Test Questions
- 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
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, 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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices
- Other additional data






Goals

Goal 1: Based on accountability ratings determined by the Texas Education Agency, Lathan Walker Junior High will maintain or improve to the next level of ratings 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: Lathan Walker Junior High 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>Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional development will be provided to all staff: CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Region 18 trainings in Bullying.</p>	1, 2, 3, 4, 9, 10	Principal, assistant principal, teachers, support personnel, Region 18 and other educational consultants.	Attendance records from staff trainings. Completed trainings offered through Region 18.				
Funding Sources: 211-6200 - Title I - Contract Services - \$3000.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Highly qualified teaching staff will be employed to deliver the STAAR curriculum.</p>	1, 2, 3, 4, 9, 10	Assistant Superintendent, principal, and assistant principal.	Review of personnel records; Hiring practices that require these qualifications be completed prior to being hired.				
Funding Sources: 199-6100 - SCE - Salaries - \$165710.00							
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Implementation of practice STAAR tests, remediation and tutoring during extended learning time (PASS Time) will be utilized throughout the school year.</p>	1, 2, 3, 4, 7, 9, 10	Principal, assistant principal; teachers; counselor, support personnel; parents and students.	Disaggregation of data/scores from benchmark testing, textbook resources, STAAR related materials, computer software (Study Island) for remediation, tutoring time, DMAC.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11631.00							




<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>4) Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; I-Stations (K-8); Study Island (7-12); TEKS Resource System; Thinking Maps; Think Through Math (3-8); Kamico; Mentoring Minds; Region 18 Trainings and Algebra I Resource Curriculum.</p>	1, 2, 3, 4, 7, 9, 10	Principal, assistant principal, teachers, support personnel, parents and students.	Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, TEKS Resource System unit tests and benchmarks Monthly review of I-Stations and Think Through Math data				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11631.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$19370.00							
<p>System Safeguard Strategies Critical Success Factors CSF 1</p> <p>5) TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.</p>	1, 2, 3, 4, 8, 10	Principal, assistant principal, teachers, support personnel, parents and students. Campus LPAC Committee and TELPAS Raters.	Documentation of certified Trainer of Trainees Documentation of certified TELPAS raters.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) To address the campus' AYP ratings, the following professional development will be implemented in reading and math: CSS; I-Stations; Differentiated Curriculum; TEKS Resource System; Thinking Maps; ESC 18 CSS Cohorts.</p>	1, 2, 4, 8, 9, 10	Principal, assistant principal, teachers, support personnel, parents and students.	Following Data Reviewed: Benchmarks; I-Stations/TTM Data; RtI/SST; State Assessment Data from 2012-2013 and AYP Data from 2012-2013; Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records				
Funding Sources: 211-6200 - Title I - Contract Services - \$16356.00							
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time (PASS Time) will be offered in every students daily schedule. Tutorials for students during PASS time will be determined based on assessment data collected from DMAC, STAAR One tests, TEKS Resource System unit exams, and other assessment tools.</p>	1, 2, 4, 9	Principal, assistant principal, teachers, support personnel, parents, and students.	Benchmarks, Unit Tests, TTM data, Study Island data, PASS Time class monitoring.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11631.00, 199-6300 - SCE - Supplies and Materials - \$7500.00							
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) To ensure all students turn in every assignment, the ICU database will be used for teachers to communicate with parents via text message or e-mail. ICU time for students to receive extra help on assignments will be offered before school, during lunch, and after school.</p>	1, 2, 6, 9	Principal, assistant principal, counselor, teachers, support personnel, parents, and students.	Reduction of students listed on the ICU database and implementing programs to aide students in assignment completion.				
Funding Sources: 211-6200 - Title I - Contract Services - \$1333.00							











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

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

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

Summative Evaluation: Walker Junior High will meet federal and state standards and will improve to the next level of ratings in the state assessment program 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>Critical Success Factors CSF 1</p> <p>1) Specifically designed curriculum and instruction will be provided to: At Risk -tutorials and counseling. SPED-mainstream, inclusion, resource, and self-contained settings; SPED - pre-referral team. LEP-ESL classes, internet access to Rosetta Stone programs.G/T - Honors classes, G/T instruction in regular classes by certified G/T trained teachers. 504 - Instructional accommodations. Dyslexia - Curriculum by trained dyslexia teachers. Pregnancy-Related - PRS Counseling. Migrant/Homeless - counseling to assess needs.</p>	1, 2, 6, 8, 9	Principal, assistant principal, Special Education Director, teachers, counselor, support personnel, district nurses, speech therapists, and diagnosticians.	Review of PEIMS data. Review of ARD reports and LPAC minutes.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11631.00							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Counselor at Walker Junior High campus will provide guidance for the following: Dropout Prevention; Drug Awareness; Conflict Resolution; Bullying; Suicide Prevention; Pregnancy-Related Services; Character Education; Admission to Higher Education; Financial Aide/Needs; TEXAS Grant Program; and TxVSN (Texas Virtual School Network).</p>	1, 2, 6, 8, 9	Counselor, principal, and assistant principal.	Documentation of offered programs and students served; AEIS data.				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>3) Specially designed curriculum and instruction will be provided for student groups as required, targeting those students who are failing or near failing.</p>	1, 2, 6, 8, 9	Principal, assistant principal, teachers, parents, students, and diagnosticians.	Attendance records from inservice trainings. Review of PEIMS data. Review of ARD reports and LPAC minutes. Review of DMAC data.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11361.00							

<p>Critical Success Factors CSF 1</p> <p>4) A pre-referral process will be utilized as part of the identification of students with special needs.</p>	1, 2, 6, 8, 9	Principal, assistant principal, counselor, students, and diagnosticians.	Completed pre-referral packets and review of ARD reports.				
<p>Critical Success Factors CSF 6</p> <p>5) Counseling will be provided to students within special populations addressing bullying, suicide prevention and grieving.</p>	1, 2, 6, 8, 9	Principal, counselor, teachers, District Liaison Officer, parents and students.	Review of student participation.				
Funding Sources: 199-6100 - SCE - Salaries - \$165710.00							
<p>Critical Success Factors CSF 1</p> <p>6) Training will be provided on 504 policies and procedures.</p>	1, 2, 6, 8, 9	Assistant Superintendent, Principal, Counselor, Special Education teachers; 504 committee members.	Attendance certificates from 504 trainings.				
<p>7) A review of 504 student folders will be conducted.</p>	1, 2, 6, 8, 9	Director of Special Programs; 504 Director; Principal, Assistant Superintendent.	Team training sign -in sheets and evaluations. Process review by the office of Assistant Superintendent and 504 Coordinator.				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Implementation of STAAR remediation through extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. The extended learning time will be part of every student;s daily schedule. Acquired student and teacher materials from Measuring Up, Kamico, and TEKS Mastery workbooks.</p>	1, 2, 4, 9	Administrators, teachers, support personnel, parents, and students.	Benchmarks, Unit Tests, TTM data, Study Island data, classroom monitoring.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$11631.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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






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
<p>Critical Success Factors CSF 5</p> <p>1) Criminal charges will be filed by the school on students/parents that violate the compulsory attendance law.</p>	1, 2, 5, 6, 8, 9	Principal, assistant principal, attendance clerk, teachers, District Liaison Officer, parents, and students.	Review of court records and legal judgments. Distribution and review of the AEIS report.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Perfect and Outstanding Awards will be presented to deserving students, as well as incentives and rewards.</p>	1, 2, 6, 8, 9	Principal, assistant principal, attendance clerk, teachers, District Liaison Officer, parents and students.	Review of number of attendance awards presented. Distribution and review of PEIMS data.				
<p>3) School will call parents when students are absent on consecutive days. Parents will receive 5-day and 8-day notice letters reporting absences.</p>	1, 2, 6, 8, 9	Principal, assistant principal, attendance clerk, teachers and District Liaison Officer, parents and students.	Contact logs, copies of 5 and 8 day notice letters. Review of individual student attendance records.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

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

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




Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Encourage parent and community participation in the following activities and/or organizations: PTO, PRC, Athletic and academic Booster Clubs.	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel, parents, students, and community members.	Review of parent and community participation minutes and participation logs from different organizations.				
2) Community members and parents/guardians will be actively involved in the site-based decision making process, LPAC, ARD's, 504 meetings, and will receive appropriate CIC training.	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel parents, students, and community members.	Review of participation on CIC. Records of parent and community member participation.				
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, principal, assistant principal, teachers, District Parental Involvement Coordinator.	Principal observations of posted Teacher Compacts Annual review of Compacts completed by June 30, 2013				
4) Communication with parents/guardians and community members will be conducted on an ongoing basis.	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel, parents and community members.	Review effectiveness of ongoing communications. Minutes and participation logs from different organizations.				
5) Community members and parents/guardians will be actively involved in meeting federal and state guidelines for identification, implementation and transition of special population students.	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel, parents and community members, Special Education Director, Transition supervisors.	Evaluate effectiveness of special populations meetings. Records of parent and community members participation.				


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

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

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

Summative Evaluation: 100% of parental and community concerns about communications 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
<p>Critical Success Factors CSF 6</p> <p>1) Faculty and staff will receive professional development training in classroom management, Student Code of Conduct, bullying and conflict resolution in order to have safe and drug free schools.</p>	1, 2, 6	Superintendent, principal, assistant principal, counselor, teachers, support personnel, Region 18, and other educational consultants.	Attendance records from Professional Development trainings. Needs-assessments survey addressing school safety will be distributed to parents, students, and employees and will be evaluated.				
Funding Sources: 211-6200 - Title I - Contract Services - \$3000.00							
<p>2) Crisis Management plans such as the following will be utilized to ensure school safety: Evacuation Plan: for fire or bomb threat. Tornado Plan: to move students to safe area. Fire/Tornado Emergency drills. Handle With Care annual training.</p>	1, 2, 6	Superintendent, principal, assistant principal, counselor, teachers, support personnel, parents, students, community members, local emergency authorities, law enforcement agencies, and district liaison.	Effectiveness of crisis management plans will be reviewed annually. Drug awareness will be completed and reviewed yearly.				
<p>Critical Success Factors CSF 5</p> <p>3) Communication protocol will be established and shared with all involved.</p>	1, 2, 6	Principal, assistant principal, counselor, teachers, support personnel, parents, students, community members, local emergency authorities, law enforcement agencies, and district liaison, officer.	Annual review of established protocol. Needs assessment survey addressing school safety will be distributed to parents, students and employees and will be evaluated. The Safe and Drug Free Schools Annual Evaluation will be completed and reviewed annually.				

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

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

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









Summative Evaluation: Teacher and student usage of technology will increase on the 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) The implementation of the campus technology plan including technology application and integration in each content area will be utilized throughout the campus.	1, 2, 3, 9, 10	Principal, assistant principal, teachers, support personnel, Technology Director, District Technology committee and Region 18.	Annual review of Campus Technology Plan, Needs Assessment addressing the use of technology will be distributed to parents, students, and employees and will be evaluated.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$9703.00, 270-6300 - Rural and Low Income - Supplies and Mat - \$19370.00							
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 2) The use of DMAC data will be used throughout the campus to find areas of concerns within the learning environment.	1, 2, 3, 9, 10	Principal, assistant principal, and teachers.	DMAC, STAAR data graphs and TAPR data.				
3) The PDAS system will be used to determine technology integration in the classroom through walk-throughs and observations.	1, 2, 3, 9, 10	Principal and Assistant Principal.	PDAS data on all certified employees. Paraprofessional evaluation data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: The facility will continue to be maintained and improvements will be accomplished according to the district facilities' maintenance calendar. All facilities will be functional 99% of the school days.









Summative Evaluation: Maintenance records will reflect that 100% of all campus areas have been maintained in a efficient and timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The sprinkler system will be replaced to provide for a more effective and efficient means of watering the grounds.	1, 2	Superintendent, Principal, Director of Maintenance.	Completion of a new more efficient sprinkler system on the campus grounds.				
2) The furniture in the cafeteria will be upgraded in order to enhance the aesthetic value of this facility.	1, 2	Superintendent, Principal.	Purchase of new cafeteria furniture.				
3) Any maintenance or school grounds needs will be communicated with the Director of Maintenance in a timely manner.	1, 2	Principal, assistant principal, teachers, school support staff.	Completion of maintenance or school grounds repairs.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: Students will demonstrate citizenship, responsibility, pride and respect in order to achieve an annual 10% decrease in the number of discipline referrals.

Summative Evaluation: Discipline referrals on campus and at campus-related activities will show no increase over the last year. Parent and community participation will be documented at campus activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Citizenship, pride, responsibility and respect will be stressed through: Pledges to the Flags, Character Counts curriculum, Red Ribbon Week, Student Handbook, PRC days, TEKS curriculum addressing these qualities.	1, 2, 6	Principal, assistant principal, counselor, teachers, support personnel, parents, students, community members, Region 18.	Review of student participation. Evidence of Programs in place. Staff evaluations of programs. Review of disciplinary referrals and parent contact logs.				
<p>Critical Success Factors CSF 6</p> 2) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".	1, 2, 6	Principal and assistant principal.	Documentation of reports filed using materials from Walsh & Anderson toolkit				
<p>Critical Success Factors CSF 6</p> 3) Students will annually participate in Fitness Gram testing, as well as the CATCH health/fitness curriculum.	1, 2, 6	Principal, physical education teachers, Band Directors, Coaches	Completion of requirements of the Fitness Gram program and corresponding data entered into the state database. Lesson Plans showing the use of CATCH curriculum.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: Walker Junior High records will reflect 90% of employees remaining in the district.

Summative Evaluation: Walker Junior High employment records will show 100% highly qualified on the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Walker Junior High administrative staff members will employ and retain highly qualified personnel through various avenues of communication networks to maintain a positive and supportive working environment: Board Of Trustees meetings, Principals meetings, Weekly Memos, Campus Staff Meetings, Grade Level Meetings, Paraprofessional trainings.</p>	1, 2, 3, 4, 5, 8, 10	Principal, assistant principal, counselor, and all campus faculty and staff.	Meetings to discuss issues that arise during the year. Weekly memo. Evidence of Meetings and participation. Number of retained staff members from year to year.				
<p>2) Walker Junior High administrators will establish positive rapport with teachers to enhance teaching through targeted professional development during summative conferences.</p>	1, 2, 3, 4, 5, 8, 10	Principal, assistant principal, counselor, all campus faculty and staff.	Walk-throughs data collection and reflection.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Professional development will be provided to all staff: CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Region 18 trainings in Bullying.
1	1	3	Implementation of practice STAAR tests, remediation and tutoring during extended learning time (PASS Time) will be utilized throughout the school year.
1	1	4	Innovative curriculum programs and tracking systems will be used to increase assessment scores: DMAC; I-Stations (K-8); Study Island (7-12); TEKS Resource System; Thinking Maps; Think Through Math (3-8); Kamico; Mentoring Minds; Region 18 Trainings and Algebra I Resource Curriculum.
1	1	5	TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.
1	1	7	Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time (PASS Time) will be offered in every students daily schedule. Tutorials for students during PASS time will be determined based on assessment data collected from DMAC, STAAR One tests, TEKS Resource System unit exams, and other assessment tools.
1	1	8	To ensure all students turn in every assignment, the ICU database will be used for teachers to communicate with parents via text message or e-mail. ICU time for students to receive extra help on assignments will be offered before school, during lunch, and after school.
2	1	1	Specifically designed curriculum and instruction will be provided to: At Risk -tutorials and counseling. SPED-mainstream, inclusion, resource, and self-contained settings; SPED - pre-referral team. LEP-ESL classes, internet access to Rosetta Stone programs.G/T - Honors classes, G/T instruction in regular classes by certified G/T trained teachers. 504 - Instructional accommodations. Dyslexia - Curriculum by trained dyslexia teachers. Pregnancy-Related - PRS Counseling. Migrant/Homeless - counseling to assess needs.
2	1	3	Specially designed curriculum and instruction will be provided for student groups as required, targeting those students who are failing or near failing.
2	1	8	Implementation of STAAR remediation through extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. The extended learning time will be part of every student;s daily schedule. Acquired student and teacher materials from Measuring Up, Kamico, and TEKS Mastery workbooks.
6	1	2	The use of DMAC data will be used throughout the campus to find areas of concerns within the learning environment.

Goal	Performance Objective	Strategy	Description
9	1	1	Walker Junior High administrative staff members will employ and retain highly qualified personnel through various avenues of communication networks to maintain a positive and supportive working environment: Board Of Trustees meetings, Principals meetings, Weekly Memos, Campus Staff Meetings, Grade Level Meetings, Paraprofessional trainings.

State Compensatory

Budget for Lathan Walker Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-041-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,963.00
199-31-6119-00-041-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,352.00
199-11-6129-00-041-5-30-0-00	6129 Salaries or Wages for Support Personnel	\$23,438.00
199-11-6119-01-041-5-30-0-00	6141 Social Security/Medicare	\$5,000.00
199-11-6141-00-041-5-30-0-00	6141 Social Security/Medicare	\$1,369.00
199-11-6141-01-041-5-30-0-00	6141 Social Security/Medicare	\$75.00
199-31-6141-00-041-5-30-0-00	6141 Social Security/Medicare	\$433.00
199-11-6142-00-041-5-30-0-00	6142 Group Health and Life Insurance	\$10,039.00
199-31-6142-00-041-5-30-0-00	6142 Group Health and Life Insurance	\$2,377.00
199-11-6143-00-041-5-30-0-00	6143 Workers' Compensation	\$662.00
199-11-6143-01-041-5-30-0-00	6143 Workers' Compensation	\$45.00
199-31-6143-00-041-5-30-0-00	6143 Workers' Compensation	\$205.00
199-11-6144-00-041-5-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,233.00
199-11-6144-01-041-5-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$300.00
199-31-6144-00-041-5-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,013.00
199-11-6146-00-041-5-30-0-00	6146 Teacher Retirement/TRS Care	\$3,146.00
199-11-6146-01-041-5-30-0-00	6146 Teacher Retirement/TRS Care	\$100.00
199-31-6146-00-041-5-30-0-00	6146 Teacher Retirement/TRS Care	\$980.00
6100 Subtotal:		\$165,730.00
6200 Professional and Contracted Services		
199-13-6239-01-041-5-30-0-00	6239 ESC Services	\$1,000.00

		6200 Subtotal:	\$1,000.00
6300 Supplies and Services			
199-11-6395-00-041-5-30-0-00	6395 Supplies, DP Operations - Locally Defined		\$2,000.00
		6300 Subtotal:	\$2,000.00
6400 Other Operating Costs			
199-31-6411-00-041-5-30-0-00	6411 Employee Travel		\$250.00
		6400 Subtotal:	\$250.00

Personnel for Lathan Walker Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amburn, Carla	Teacher	Secondary Science	
Brandenburg, Laura	Teacher	Secondary Math	
Carter, Nancy	Teacher	Secondary Math	
Diehl, Samantha	Aide	Instructional	
Gilliam, Michael	Teacher	Secondary Health	
Harris, Beau	Teacher	Secondary Health	
Harris, Brent	Teacher	Secondary Physical Education	
Huffman, Micah	Teacher	Secondary ELAR	
Irons, Melissa	Teacher	Technology Applications	
Jones, Kristi	Counselor	Instruction	
Lewis, Kali	Teacher	Secondary Social Studies	
Marquez, Yesenia	Aide	Instructional	
Merrick, Sean	Teacher	Secondary ELAR	
Murphey, Terry	Teacher	Secondary Social Studies	
Niblett, Kourtnei	Teacher	Secondary Math	
Phipps, Karla	Librarian	Librarian	
Powers, Howard	Teacher	Secondary Art	
Pritchard, Nolan	Teacher	Secondary Science	
Sharp, Emerald	Teacher	Secondary Social Studies	
Smith, Jared	Teacher	Secondary Science	
Swarb, Lindsie	Teacher	Secondary ELAR	
Thurman, Jennifer	Aide	Instructional	
White, Jaimee	Aide	Instructional	

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 August 2013, Walker Junior High School conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of campus administration, teachers, parents and community members. In a systematic effort to acquire an accurate and thorough picture of the campus the CIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

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

2: Schoolwide Reform Strategies

LWJH 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

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

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

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive sustained, high-quality professional development to implement them. The statute requires that professional development be provided, as needed, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Monahans-Wickett-Pyote Independent School District will provide professional development dedicated to accomplish campus and district initiatives. District initiatives include: the TEKS Resource System, Thinking Maps K-6, and IStations K-6. Specific strategies and specific campus initiatives are detailed in the Walker Junior High Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

The district participates in the Region 18 Service Center, UTPB University 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 2014-2015 school year, individuals paid on the pay scale will see an increase of the state step. Additionally, teachers will see a three percent increase and all other employees will receive a four percent raise. The district also contributes \$395.00 monthly towards employee health insurance.

6: Strategies to increase parental involvement

Walker Junior High has 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. Walker Junior High parents are asked to serve on several committees throughout the year.

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

The MWP-ISD preschool program provides young children with early learning experiences that will enable them to meet the academic standards throughout elementary and secondary schools. Depending on enrollment, the district offers three to five half day preschool programs and one PPCD (Preschool Programs for Children with Disabilities). Pre-kindergarten students and their families participate in the spring kindergarten roundup. Coordination between the district and community preschool programs includes campus tours, pre-kindergarten orientation, and collaboration with Preschool campus teachers.

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

This campus includes the following programs/activities to allow for teacher participation in deciding 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, Think Through Math, Study Island)

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

Our campus 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/Benchmark tests/Curriculum based assessments (CBAs)
- TEKS Resource System
- ICU
- After and before school tutorials
- Computer assisted learning

- Parent Report Card Days
- SST's (Student Support Teams)
- Professional development

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

Funds are utilized to upgrade curriculum delivery and assessment within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are spent to provide targeted professional development and to purchase scientifically research based curriculum.

Campus Funding Summary

211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,000.00
1	1	6			\$16,356.00
1	1	8			\$1,333.00
5	1	1			\$3,000.00
Sub-Total					\$23,689.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$11,631.00
1	1	4			\$11,631.00
1	1	7			\$11,631.00
2	1	1			\$11,631.00
2	1	3			\$11,361.00
2	1	8			\$11,631.00
6	1	1			\$9,703.00
Sub-Total					\$79,219.00
199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$165,710.00
2	1	5			\$165,710.00
Sub-Total					\$331,420.00
199-6300 - SCE - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$7,500.00
Sub-Total					\$7,500.00

270-6300 - Rural and Low Income - Supplies and Mat					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$19,370.00
6	1	1			\$19,370.00
Sub-Total					\$38,740.00
Grand Total					\$480,568.00