

**Monahans-Wickett-Pyote Independent School District**  
**Lathan Walker Junior High**  
**2013-2014 Campus Improvement Plan**



## Mission Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

AEIS reports from school years 2009-10, 2010-11, and 2011-2012 show that ethnicity demographics have remained fairly constant for the past three years. The breakdown by ethnicity is consistent with Hispanics and Whites being the two dominant categories: Hispanics in the 50% range and Whites in the 40% range. African Americans are in the 5% range which indicates a 2% drop in the last two years. Total enrollment has shown a slight drop in the last three years but is due to increase with the number of students in the classes slated to arrive in the next two years. Mobility rates are low but are steadily increasing and the lack of agriculture creates no need for migrant students.

### Demographics Strengths

Student enrollment is steady and will increase in the future. We have had a low mobility rate over the last several years, however 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 - 94.8%, H - 95.4% and W - 95.6%. Our at risk population is 39.7%. Teacher to student ratio is 13.7 to 1. No students have dropped out over the last three years.

### Demographics Needs

We must continue to focus our attention on 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 also need to increase the number of certified teachers in part to match the increase in class sizes that are in the elementary grades. Some students who have moved into the district due to the increase of job opportunities for their parents have been behind educationally and are in need of accelerated instruction. We need to increase availability to on-line programs that will allow students to achieve this goal. We will need to address the decrease in attendance percentages with incentives for the students to entice them to attend school regularly.

## **Student Achievement**

### **Student Achievement Summary**

Walker Jr. High will strive to close gaps between our Anglo and Hispanic subgroups. We will address the needs of At-Risk students and use Inclusion to increase the learning capacities of Special Education students. We will address the need to prepare for the increase in rigor of the STAAR tests. TEKS Resource System will become increasingly familiar through the use of this program. The students at WJH were able to meet or exceed performance levels on all four of the indexes on the Performance Index Report. Students have been able to succeed on STAAR and have met or exceeded State averages in ELAR and Math. Reading passing percentages on Level II Satisfactory are 87% and in Math the Level II Satisfactory percentages are 80%. Algebra I Level II Satisfactory percentages are 100%.

### **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 and the other students.

### **Student Achievement Needs**

Our students are showing a slight decline in TAKS scores over the last three years and with the increase in the rigor for STAAR we will need to be able to provide more training and tools for our staff to increase the abilities of our students in the near future. African American and Economically Disadvantaged students continue to score below White and Hispanic students. Ways to improve these students' scores and close the learning gaps will need to be addressed. This issue is being addressed with increased access to online programs designed to improve student success. 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 requirements to meet the passing standard for STAAR each year the staff and administration will need to acquire all 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 both seem relatively satisfied with the school atmosphere. Students describe their campus life through their unique lens. Active students see support and belonging while inactive students fail to see the opportunities presented. The teachers see the opportunities and work towards including all their students in the vision to increase success of all students. Behaviors are not the same for all student groups. Parental expectations telegraph the students' actions. Drug and alcohol use seems to be on the increase. The students, parents, and staff feel that this school is a safe environment. Gang activity is minimal. Bullying and Cyber Bullying are evident but is minimal.

### **School Culture and Climate Strengths**

Walker Jr. High provides a safe learning environment. Bullying issues are addressed immediately. Gang activity is minimal. We provide consistency of rules and student expectations in learning and behavior. Our staff reflects consistency and administration in rule enforcement and student expectation. The learning environment is strong and the atmosphere is excellent.

### **School Culture and Climate Needs**

We will need to offer an increased number of activities to get more students involved. 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. There will need to be an increased collaboration between subject area teachers.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our Campus is staffed with 100% highly qualified people. We offer a mentoring program for those young and inexperienced teachers. The district 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.

### **Staff Quality, Recruitment, and Retention Strengths**

Parents contend that teachers at this campus believe that all of their 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**

Availability of housing in the community is low. Availability and access to more STAAR related materials needs to be a priority. Workshops to help navigate TEKS Resource System should be made available for all staff members. We need more staff to be able to provide a curriculum with enough electives to create a variety to meet educational needs. It is important that we maintain a high quality staff. This would help increase morale and allow for a more productive working environment. We must maintain the ability to adjust to changes created by Legislation 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 is tightly aligned with state standards, 21st Century learning skills and TEKS Resource System . Our rigor aligns with state standards because we have adopted C-Scope and use it in our classrooms daily. The district's curriculum is fully implemented and aligned with state and district goals. We measure our student achievement through TEKS Resource System unit tests, benchmark tests, and are able to monitor these results through DMAC. These results allow us to find and improve weaknesses and strengths. It also allows a breakdown by subgroup so we can address the needs of the different students on the campus. We group these students based on these scores for RTI. The TEKS Resource System is the main source of programs, activities and strategies. Individual attention can be achieved after the benchmarks with teacher access through DMAC.

### **Curriculum, Instruction, and Assessment Strengths**

This curriculum allows the staff access to all information in DMAC. Weaknesses are easily recognized and addressed. Strengths are also easily recognized and reinforced. Staff experience and a strong mentoring program help younger, more inexperienced teachers learn quickly and adjust to the demands of being an educator.

### **Curriculum, Instruction, and Assessment Needs**

Access to the information and materials that we need for STAAR. TEKS Resource System alone is not enough. More funds to purchase materials that help educators deal with the rigor of STAAR are becoming increasingly necessary. We will need to coordinate a testing schedule that is cohesive with the numerous activities that take place on this campus. The need to provide the opportunity for the staff to attend meaningful high quality staff development would be beneficial. It will require the ability to adjust to the changes in curriculum smoothly and maintain alignment with state requirements. We must be able to provide our staff with all educational needs and proper materials to succeed.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents believe that the school is effective. Parents feel welcome and we endeavor to make them feel welcome. Communication with parents is more through technology now and less face to face. Parent contact is generally on PRC days and through e-mail and on the phone. We offer training for parents to teach them how to navigate grade book to have access to their child's grades. The school website is extremely informative and accessible to everyone. There are partnerships with businesses who help provide school supplies for students who have difficulty getting their own. Businesses also provide the staff with items needed to help the students. Parents are asked to serve on several committees during the school year. These committees are Site Base committee, Campus Improvement Team, and we have a parent who serves as a liaison with our ELL students.

### **Family and Community Involvement Strengths**

Parents in the community show confidence in the ability of the staff on this campus and are comfortable knowing that their child will learn. The district requires a School, Student, and Parent compact to be signed and displayed to indicate it is in place and is being implemented. Safety is a priority here and parents believe their child is safe on this campus. We offer many outside school activities that allow parents a place to meet and mingle. Numerous extra curricular opportunities allow students to be involved and this involves parents in the school atmosphere.

### **Family and Community Involvement Needs**

It is difficult to locate strong parents who are willing to spend time outside of work to participate on committees after hours or during the school day because they are at work. Representation for all of the ethnic groups is extremely difficult. We need more parents with a positive attitude who are willing to help solve issues rather than react only when there is a problem with their child.

## **School Context and Organization**

### **School Context and Organization Summary**

Students perceive that school is a place to learn, socialize, and grow. Students believe they have most of the necessary resources for a quality education, they believe most students are well behaved, treated with respect and that they have a safe learning environment. Overall, it is a positive learning experience. Teachers believe that students need the knowledge to succeed at the next level. Students must be prepared for their educational future. Teachers also have much the same perception as the students. Scheduling provides all of the necessary needs: core subjects, electives, and activities to maximize opportunities for the success of our students. Annual, monthly, and weekly meetings are held to insure proper alignment with state and local policies.

### **School Context and Organization Strengths**

The use of TEKS Resource System, regular assessment and the ability to access DMAC have enhanced the learning process. The CNA process has benefited our campus by giving us the opportunity to assess the needs of our campus policies and procedures.

### **School Context and Organization Needs**

Better communication at this level would help but it becomes more difficult with the need to communicate with a larger group of students and with a greater number of teachers assigned to each student. Parents have difficulty learning how to make this possible and maintain proper knowledge of how their child is doing in school.

# **Technology**

## **Technology Summary**

Technology on this campus is adequate. We have one mobile lab with 24 laptops, and two labs: one with 23 computers used as a technology class elective and one lab with 20 computers in the library. 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. All teachers have new computers in their rooms. We have added 16 new students computers to offer access in the classrooms.

## **Technology Strengths**

Interactive Smart Boards are being used extensively to support classroom goals. Students are able to lead/guide the instruction by their use of the whiteboard, especially in demonstration of new concepts. Teachers are able to increasingly incorporate information available through the internet and with training have increased the use of the Interactive Smart Boards. We will soon have 2 mobile labs and our internet system has been improved and will provide faster internet service for our staff and students.

## **Technology Needs**

The district needs more personnel to help maintain the structure of the technology needs of the district. We have one technologist that has to cover the entire district. Downtime with equipment sometimes becomes an issue. With the increase of programs that are Web-Based we need more portable labs or permanent labs to allow staff to use the available on line programs to meet the needs of our students..

# Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Study of best practices
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Campus committee meeting discussions
- Other additional data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- STAAR Released Test Questions
- STAAR Data Released from TEA
- PDAS data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results





- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data









# Goals

**Goal 1: Based on accountability ratings determined by the federal government and the Texas Education Agency, Walker Junior High School will improve to the next level of ratings for the 2013-2014 school year.**

**Performance Objective 1:** All student populations will achieve 100% mastery on all sections of the State Assessment by the year 2014.

**Summative Evaluation:** Walker Junior High will meet AYP standards by the year 2014 and will improve to the next level of ratings in the State Assessment program for the 2013-2014 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Professional development will be provided to 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, 2, 3, 4, 9, 10	Administrators, 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 - \$2568.00							
2) Highly qualified teaching staff will be employed to deliver the STAAR curriculum.	1, 2, 3, 4, 9, 10	Assistant Superintendent and Administrators.	Review of personnel records; Hiring practices that require these qualifications be completed prior to being hired.				
Funding Sources: 199-6100 - SCE - Salaries - \$101303.00							
3) Implementation of practice STAAR test, remediation and tutoring will be in effect throughout the school year.	1, 2, 3, 4, 7, 9, 10	Administrators: Roy Rutledge; Ronnie Golson; teachers; 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.				
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, 2, 3, 4, 7, 9, 10	Administrators, 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 - \$9703.00							





5) TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.	1, 2, 3, 4, 8, 10	Administrators, teachers, support personnel, parents and students. Campus LPAC Committee and TELPAS Raters.	Documentation of certified Trainer of Trainees Documentation of certified TELPAS raters.				
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 Cohorts.	1, 2, 4, 8, 9, 10	Administrators, 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 - \$18000.00						
7) Implementation of a STAAR Remediation classes and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. These classes are in regular education and in resource settings.	1, 2, 4, 9	Administrators, teachers, support personnel, parents, and students.	Benchmarks, Unit Tests, TTM data, Study Island data, classroom monitoring.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							












**Goal 2: Lathan Walker Junior High will identify students within special populations by using state/federal criteria and will provide programs and services, including the district's Schoolwide Program, to improve attendance, interest and achievement.**

**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 2013-2014 school year.









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
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.	1, 2, 6, 8, 9	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 - \$9703.00			
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).	1, 2, 6, 8, 9	Counselor and Principal	Documentation of offered programs and students served; AEIS data.				
3) Specially designed curriculum and instruction will be provided for student groups as required, targeting those students who are failing or near failing.	1, 2, 6, 8, 9	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 - \$7298.00			
4) A pre-referral process will be utilized as part of the identification of students with special needs.	1, 2, 6, 8, 9	Principal, students, and diagnosticians.	Completed pre-referral packets and review of ARD reports.				

5) Counseling will be provided to students within special populations addressing bullying, suicide prevention and grieving.	1, 2, 6, 8, 9	Principal, counselor, teachers, District Liaison Officer, parents and students.	Review of student participation.				
Funding Sources: 199-6100 - SCE - Salaries - \$101303.00							
6) Training will be provided on 504 policies and procedures.	1, 2, 6, 8, 9	Assistant Superintendent, Principal, Counselor, Special Education teachers; 504 committee members.	Attendance certificates from 504 trainings.				
7) A review of 504 student folders will be conducted.	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.				
8) Implementation of a STAAR Remediation classes and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. These classes are in regular education and in resource settings. Acquired student and teacher materials from Measuring Up, Kamico, Dyna-Notes	1, 2, 4, 9	Administrators, teachers, support personnel, parents, and students.	Benchmarks, Unit Tests, TTM data, Study Island data, classroom monitoring.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**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 increase to 97% or better within the acceptable range for all student groups.











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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Criminal charges will be filed by the school on students/parents that violate the compulsory attendance law.	1, 2, 5, 6, 8, 9	Principal, attendance clerk, teachers, District Liaison Officer, parents, and students.	Review of court records and legal judgments. Distribution and review of the AEIS report.				
2) Perfect and Outstanding Awards will be presented to deserving students, as well as incentives and rewards.	1, 2, 6, 8, 9	Principal, attendance clerk, teachers, District Liaison Officer, parents and students.	Review of number of attendance awards presented. Distribution and review of PEIMS data.				
3) School will call parents when students are absent on consecutive days. Parents will receive 5-day and 8-day notice letters reporting absences.	1, 2, 6, 8, 9	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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

## 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	Principals, teachers, 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	Principals, teachers, 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, All 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, teachers, 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, teachers, support personnel, parents and community members, Special Education Director, Transition supervisors.	Evaluate effectiveness of special populations meetings. Records of parent and community members participation.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 5: Lathan Walker Junior High will provide for a more efficient school through open accessible communication between students, employees, parents, and law enforcement officials to ensure a disciplined, safe environment on campus and at all school activities.**

**Performance Objective 1:** An environment will be created in order that students, employees, and parents will feel safe in curricular, co-curricular, and extra-curricular activities. Parental complaints/concerns will be less than 20% of the population.









**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
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.	1, 2, 6	Superintendent, Principal, 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 - \$2568.00			
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.	1, 2, 6	Superintendent, principal, 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.				
3) Communication protocol will be established and shared with all involved.	1, 2, 6	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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**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 and 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, 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			
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	All instructional and administrative staff.	DMAC, STAAR data graphs and AEIS reviews.				
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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**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, 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.				
2) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".	1, 2, 6	Campus Administrators.	Documentation of reports filed using materials from Walsh & Anderson toolkit				
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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							



**Goal 9: Lathan Walker Junior High will communicate with all employees at all levels to enhance the learning environment and allow for effective operations on the campus.**

**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
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.	1, 2, 3, 4, 5, 8, 10	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.				
2) Walker Junior High administrators will establish positive rapport with teachers to enhance teaching through targeted professional development during summative conferences.	1, 2, 3, 4, 5, 8, 10	Principal and all campus faculty and staff.	Walk-throughs data collection and reflection.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

# State Compensatory

## Budget for Lathan Walker Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6112-00-041-4-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-11-6119-00-041-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,707.00
199-11-6119-01-041-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$30,085.00
199-11-6129-00-041-4-30-0-00	6129 Salaries or Wages for Support Personnel	\$3,106.00
199-11-6141-00-041-4-30-0-00	6141 Social Security/Medicare	\$597.00
199-11-6141-01-041-4-30-0-00	6141 Social Security/Medicare	\$422.00
199-11-6142-00-041-4-30-0-00	6142 Group Health and Life Insurance	\$5,140.00
199-11-6143-01-041-4-30-0-00	6143 Workers' Compensation	\$325.00
199-31-6143-00-041-4-30-0-00	6143 Workers' Compensation	\$197.00
199-11-6144-00-041-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,404.00
199-31-6144-00-041-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,987.00
199-11-6146-00-041-4-30-0-00	6146 Teacher Retirement/TRS Care	\$756.00
199-11-6146-01-041-4-30-0-00	6146 Teacher Retirement/TRS Care	\$525.00
<b>6100 Subtotal:</b>		<b>\$93,751.00</b>
<b>6300 Supplies and Services</b>		
199-11-6395-00-041-4-30-0-00	6395 Supplies, DP Operations - Locally Defined	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$2,000.00</b>
<b>6400 Other Operating Costs</b>		
199-31-6411-00-041-4-30-0-00	6411 Employee Travel	\$250.00

	<b>6400 Subtotal:</b> <b>\$250.00</b>
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**Personnel for Lathan Walker Junior High:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bowman, Kristi	Counselor	Instruction	
Brandenburg, Laura	Teacher	Secondary Math	
Carter, Kelly	Teacher	Secondary Math	
Flores, Yessica	Aide	Instructional	
Golson, Amanda	Teacher	Secondary Science	
Hutson, Julie	Teacher	Secondary ELA	
Qualls, Steve	Teacher	Secondary Social Studies	

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

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

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Monahans-Wickett-Pyote Independent School District will provide professional development support for campus and district initiatives. District initiatives include: CScope, Thinking Maps K-6, and IStations K-6. Specific strategies and specific campus initiatives are detailed in 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, Sul Ross University and additional job fairs as needed to attract the most qualified applicants.

The district pays above base ranging from \$8,850 - \$11,256 depending on years of experience. For the 2013-2014 school year individuals paid on the pay scale will see an increase of the state step. Additionally, teachers will see a one 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-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 has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

- Grade level/department meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities
- Continued professional development in data disaggregation (DMAC, IStations, 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/Benchmarking
- TEKS Resource System
- After school tutoring
- 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 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.



## 2013-2014 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>
Business Representative	Jim Fredericks		
Business Representative	Red Ornelas		
Classroom Teacher	Melissa Bergmann		
Classroom Teacher	Laura Brandenburg		
Classroom Teacher	Tina Carter		
Classroom Teacher	Beau Harris		
Classroom Teacher	Becky Hix		
Classroom Teacher	Julie Hutson		
Classroom Teacher	Howard Powers		
Classroom Teacher	Steve Qualls		
Community Representative	John Curry		
Community Representative	Robert Dixon		
District-level Professional	Kristi Bowman		
District-level Professional	Jamie Fredericks		
District-level Professional	Connie Harris		
District-level Professional	Roy L. Rutledge		
Parent	Gena Dixon		
Parent	Lucy Moya		

## Campus Funding Summary

<b>211-6200 - Title I - Contract Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,568
1	1	6			\$18,000
5	1	1			\$2,568
<b>Sub-Total</b>					<b>\$23,136</b>
<b>211-6300 - Title I - Supplies and Materials</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$9,703
2	1	1			\$9,703
2	1	3			\$7,298
6	1	1			\$9,703
<b>Sub-Total</b>					<b>\$36,407</b>
<b>199-6100 - SCE - Salaries</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$101,303
2	1	5			\$101,303
<b>Sub-Total</b>					<b>\$202,606</b>
<b>Grand Total</b>					<b>\$262,149</b>

# Addendums