

Monahans-Wickett-Pyote Independent School District
Lathan Walker Junior High
2017-2018 Campus Improvement Plan



Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TAPR reports from 2012-2013, 2013-2014, 2014-2015 show that ethnicity demographics have remained fairly constant for the past three years. The breakdown by ethnicity is consistent with Hispanic and White students being the two dominant categories: Hispanic students consist 59.9%, White students 33.5%, and African American students at 4.7% (2013-14 TAPR Report). Total enrollment (2014-15 =344 students, up 22 students from 2013-14) has shown an increase of 15% in the last three years. The mobility rate steadily increased from 14% in 2012-13 to 16.3% in 2013-14, but dropped to 13.6% in 2014-15. In 2016-2017, WJHS enrolled 356 students. Currently, WJHS has 380 students enrolled for the 2017-2018 school year. (24 more students from 2016-2017)

Demographics Strengths

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

Student Achievement

Student Achievement Summary

Walker Junior High School strives to close achievement gaps between our Anglo, Hispanic and Economic Disadvantage subgroups. We will continue to address the needs of at-risk students through extended learning time programs (ICU and after school tutorials). We will utilize inclusion and resource classes to focus on the learning capacities of special education students. We will continue to address the need to prepare for the increased rigor of the STAAR tests through our extended learning time (55 minutes). The TEKS Resource System, Thinking Maps, Lead4Ward, and Fundamental 5 tools will be used to guide us through regular instruction and our extended learning time. WJHS teachers will implement the STAAR4Ward process for curriculum delivery and planning. WJHS teachers will also utilize The Fundamental 5 in daily classroom instruction and lesson planning.

Student Achievement Strengths

Students at WJHS met or exceeded performance levels in two of four indices on the Performance Index Report for 2016-17. In Index 2, WJHS received a score of 40 (minimum score is 28). In Index 4, WJHS received a score of 20 (minimum score of 13). Algebra I Level II satisfactory percentages are 98%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low performance in Math STAAR **Root Cause:** Due to lack of rigor and the understanding of TEKS, students do not have a solid foundation of mathematics to build on.

School Culture and Climate

School Culture and Climate Summary

Students that participate in school sponsored activities experience support and belonging with fellow students. These students enhance their school experience by staying involved and invested in extracurricular activities. Students that are not active in school life or extracurricular activities often suffer academically due to lack of educational incentive. Teachers recognize opportunities and strive to include all their students in our vision to increase student success. Parental expectations often mimic students' actions. Students, parents, and staff feel that this school is a safe environment. Instances of bullying (after administrative investigations) are at a minimum. Reports of cyber-bullying seem to increase annually.

School Culture and Climate Strengths

Walker Junior High provides a safe learning environment. Bullying issues are addressed immediately upon being reported. We provide consistency through administrative expectations of student behavior. Student handbook meetings are held with each grade level at the beginning of school to establish clear expectations. Our staff seeks to 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. Students are recognized monthly through our Student of the Month program. Student of the Month candidates are recognized at the end of each six weeks. WJHS also recognizes one teacher and staff member of the month. Student Council officers, sponsors and committee members bolster our school climate through school activities and events. WJHS is also re-establishing it's parent-teacher organization fo the 2017-2018.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

Walker Junior High employs a mixture of experienced, veteran teachers and young, enthusiastic teachers. Everyone understands the importance of their jobs-providing the best education possible for students at MWP-ISD. Many teachers and staff enjoy the small, family atmosphere at WJHS. All staff at WJHS are willing to assist fellow teachers and staff in any way possible. Many teachers employed at WJHS taught at our campus for more than three to four years. WJHS has kept their teachers except for one teacher who transferred to MHS in May of 2017.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MWP-ISD's curriculum is the state standards (TEKS) and 21st century learning skills. We utilize the TEKS Resource System as a means of curriculum support, STAAR4Ward as a tool for curriculum/data delivery and Fundamental 5 for classroom instruction. Teacher lessons are aligned to and supported by the TEKS Resource System's Year at A Glance (YAG) and STAAR4Ward's Leadership Lesson Plan. Walker Junior High's curriculum is fully implemented and aligned with state and district goals. We measure our student achievement through Campus Based Assessment (CBA's) from TXBank One and TAG resources for formative assessments. Test results are monitored through the TEKScore component of our DMAC program and analyzed in Personal Learning Communities (PLC's). Analyzing test results helps WJHS personnel identify strengths, areas of progress, and areas of needed improvement.

DMAC and Lead4Ward resources allow us to disaggregate data into several categories in order to address the needs of all students on campus. We group students in extended learning time based on DMAC and classroom information. STAAR4Ward, the TEKS Resource System and classroom textbooks are the main sources for educational programs, activities and instructional strategies.

Curriculum, Instruction, and Assessment Strengths

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

Family and Community Involvement

Family and Community Involvement Summary

Per the 2016-2017 parent survey results, parents believe that Walker Junior High School is effective. Parents feel welcome here and feel their students receive an adequate education. Electronic communication tools (e-mail, Remind, WJHS Twitter page, and our district website) provide information to parents quickly and efficiently. Parent contact with WJHS staff generally occurs through e-mail, via phone conversations and through parent conferences. We offer annual training for parents to understand and navigate Grade book. The parent portal portion of Grade book allows parents to monitor their student's grades and set alerts if grades drop below a certain level. WJHS administration re-established the campus parent-teacher organization in 2016 to assist in increasing parental involvement.

Family and Community Involvement Strengths

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

Teachers provide extra time before, during and after school to assist students with extra time on assignments. Students that need extra time are added to the ICU list until they have appropriately completed their work. Teachers and staff report to regularly scheduled duty stations that are scheduled by the assistant principal. PLC time with other core area teachers occurs once per week. Planning is centered around Fundamental 5, STAAR4Ward and the TEKS Resource System. Teachers and staff are always welcome to voice their opinions and concerns with campus administration. The master schedule gives teachers the opportunity to successfully deliver curriculum with 7 periods of 55 minute classes and can use the extra time in class for RTI/reteach a lesson. Passing periods between classes are 4 minutes long.

Technology

Technology Summary

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

Technology Strengths

Technology resources have grown in the past 4 years at WJHS. More mobile carts with chromebooks will be in classroom in the 2017-2018 school year. Our technology support staff works hard to keep Internet and hardware running on our campus. All staff have access to the technology support page in order to report any problems. Students are allowed to use computer resources in the library before school, during lunch, and after school. Technology resources are evaluated through the Bright Bytes survey, annually answered by staff and students. Administrators utilize iPads for teacher walkthroughs. Support staff have access to two iPads for ICU round-up time, blitzes, and mini-blitzes. Teachers and staff also have access to a color printer linked to their classroom computers. Teachers will also receive Mondopad type devices in their classrooms to assist in curriculum delivery.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local 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.

- Economically Disadvantaged / Non-economically disadvantaged 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

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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







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

Evaluation Data Source(s) 1: Lathan Walker Junior High will meet all federal and state standards for the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Professional development will be provided to all staff: Lead4Ward, The Fundamental Five, ICU, CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Balanced Literacy Framework-Guided Reading; SPED ARD to Action Training, G/T Training; Region 18 trainings in Bullying.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principal, assistant principal, teachers, support personnel, Region 18 and other educational consultants.	Attendance records from staff trainings. Completed trainings offered through Region 18. Sign-in sheets and certificates.				
Funding Sources: 211-6200 - Title I - Contract Services - \$3,600.00							
<p>System Safeguard Strategy PBMAS</p> <p>2) Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4Ward; Thinking Maps; DMAC; Think Through Math; Fundamental 5; Study Island; Balanced Literacy Framework-Guided Reading; APEX Learning; 6 Traits of Writing, Academic Planning in PLC's meetings; Career & Technology Enrichment Courses; AI materials; Plan4Learning; and TEKS Resource System.</p>	1, 2, 7	Principal, assistant principal, counselor, teachers, support personnel.	Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, TEKS Resource System unit assessments (3 week checkpoints), informative & formative assessments and benchmark tests. Periodic review of Study island results.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$3,441.00, 211-6400 - Title I - Travel and Fees - \$200.00, 255-6300 - Title II - Supplies and Materials - \$410.00							

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) State certified teachers and support staff will be employed to deliver the TEKS with emphasis on reading, math, social studies, science and technology.</p>	1, 2, 3, 4, 9, 10	Superintendent, principal, and assistant principal.	Employment of secondary academic coach.				
Funding Sources: 211-6100 - Title I - Salaries - \$163,954.00							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) For the 2016-2017 school year, class periods have increased to 55 minutes. Teachers will have more time for re-teaching concepts/TEKS/RtI. The last 30 minutes of the school day will be used for STAAR tutorials.</p>	1, 2, 3, 8, 9	Principal, assistant principal, teachers, counselor, and support personnel.	Disaggregation of data/scores from Campus Based Assessments, benchmark testing, textbook resources, STAAR related materials, computer software (Study Island) for remediation, tutoring time, DMAC.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting federal requirements (AMAO & PBMAS). Including Balanced Literacy Framework-Guided Reading and ELPS Training.</p>	1, 2, 3, 4, 8, 10	Special Programs Director, principal, assistant principal, teachers, support personnel. Campus LPAC Committee and TELPAS Raters.	Documentation of certified Trainer of Trainees. Documentation of certified TELPAS raters.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time: class time increased by 10 minutes (55 minutes). Tutorials are offered the last 30 minutes of the school day and determined based on assessment data collected from DMAC, 3 week checkpoints-CBA's (Campus Based Assessments), and other assessment tools.</p>	1, 2, 4, 9	Principal, assistant principal, teachers, support personnel.	DMAC reports, benchmarks, CBA's (Campus Based Assessments), Think Through Math data, Study Island data, tutorial monitoring.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) To ensure all students turn in every assignment, the ICU database will be used for teachers to communicate with parents via text message or e-mail. ICU time for students to receive extra help on assignments will be offered before school, during lunch, and after school.</p>	1, 2, 6, 9	Principal, assistant principal, counselor, teachers, support personnel.	Reduction of students listed on the ICU database and implementing programs to aide students in assignment completion.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) To address the campus' state and federal assessment ratings, the following professional development will be implemented in English/language arts, math, social studies, and science: Lead4Ward (STAAR4Ward program); The Fundamental Five; Thinking Maps; TEKS Resource System; Think Through Math; and continued analysis of data from DMAC.</p>	1, 2, 4, 8, 9, 10	Principal, assistant principal, secondary mentor coach, teachers, and support personnel.	Following Data Reviewed: Benchmarks; TTM Data; 3 week checkpoint data; federal and state assessment data from 2016-2017; Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records				
<p>Funding Sources: 211-6100 - Title I - Salaries - \$3,441.00, 211-6200 - Title I - Contract Services - \$3,600.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Special needs students (at-risk, special education, LEP, GT, 504, dyslexic, pregnancy-related, homeless and migrant) will be identified throughout the year, following federally mandated timelines. These students will be provided appropriate programs and services.







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

Evaluation Data Source(s) 1: Walker Junior High School will meet federal and state standards for the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Specially designed curriculum & scientifically research-based instruction will be provided for students served through the following special programs: Intervention and Enrichment campus programs; After-School Tutoring; RtI; Dyslexia Program; I-Stations; TEKS Curriculum; Power Reading Labs; Balanced Literacy Framework; 6 Traits of Writing; SPED Software Programs; Accelerated Instruction (AI) and AI materials; Study Island; Thinking Maps; STAAR4Ward; Lead4Ward; Reading/Writing Processes; The Fundamental Five, Think Through Math; English for Success; Why Try; and, Summer School.</p>	1, 2, 3, 9, 10	Principal, Assistant Principal, Special Education Director, Teachers, Counselor, Support personnel, District Nurses, Speech Therapists, and Diagnosticians.	Review of PEIMS data. Review of ARD reports and LPAC minutes.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$3,851.00, 263-6300 - Title III - Supplies and Materials - \$3,086.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 7</p> <p>2) Counselor at Walker Junior High campus will provide guidance for the following: Dropout Prevention; Drug Awareness; Conflict Resolution; Bullying; Suicide Prevention; and PSAT testing for 8th graders.</p>	1, 2, 8, 9, 10	Counselor, Principal, and Assistant Principal.	Documentation of offered programs and students served; AEIS data.				
Funding Sources: 199-6100 - SCE - Salaries - \$39,330.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>3) Appropriate assessment for individual identification into special programs will follow state and federally mandated timelines.</p>	1, 2, 8, 10	Principal, Assistant Principal, Counselor, and Diagnosticians.	Documentation obtained through the use of district-generated or state-generated forms addressing all special populations' testing and accommodations				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.</p>	1, 2, 3, 8, 9, 10	Principals, Counselor, SPED Teachers SPED Director, PEIMS Coordinator/ Special Programs Director, Campus School Secretaries	Schedules checked for least restrictive environments PEIMS data reviewed				
Funding Sources: 225-6100 - ARRA - Salaries - \$21,000.00							
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>5)) Counseling will be provided to students within special populations addressing bullying, suicide prevention and grieving.</p>	1, 2, 6, 8, 9	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Review of student participation.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>6) 504 procedures and referral process will provide appropriate services for identified students.</p>	1, 8, 10	District 504 coordinator, Principal, Counselor, Special Education teachers; 504 committee members.	Process review by the campus 504 coordinators & Special Programs Director Review of 504 student folders				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Implementation of STAAR remediation through extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. The extended learning time will be part of every student's daily schedule. Acquired student and teacher materials from Mentoring Minds, Sirius, Kamico, and TEKS Mastery workbooks.</p>	1, 2, 4, 9	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Benchmarks, CBA's (Campus Based Assessments), TTM data, Study Island data, DMAC reports, and classroom monitoring.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) WJHS will be compliant with all federal and state initiatives including: Federal Focus/Priority - Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe & Drug Free Schools; Compensatory Education; Special Education; Bilingual/ESL Education; Title I School-wide Components; 504 Including Dyslexia; G/T; Vocational/Technology (CTE); Staff/Principal Training; Pregnancy-Related Services.</p>	1, 2, 8, 10	Principal, Assistant Principal, Counselor	Campus reports/results for each special population group includes: -TTM Data --TAPR Data --Report Cards --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --Federal Data --PBMAS Data --Parent Surveys --DMAC Data --AMAO Data --ICU Data				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Test administration at WJHS will be actively monitored and a standardized procedure will be used by all teachers to ensure proper testing. Attendance at test administration training will be required.</p>	1, 2	Principal, Assistant Principal, Counselor	Utilization of "Test Hound" software web-based program Review campus tracking system concerning the students being tested Review of monitoring check sheets during assessments Sign-in sheets/agendas for required test administration trainings.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>10) Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students and SSI students.</p>	1, 2, 3, 8, 9, 10	Summer School Principal, Summer School Teachers, AI Teachers.	Summer School Grades and Attendance Records Accelerated Instruction Attendance Records				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = 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.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>1) Attendance emphasis will be a positive focus at WJHS.</p>	1, 2, 6, 10	Principal, assistant principal, Attendance Clerk, Teachers, Support staff, and School Resource Police Chief.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; TAPR Data; Final Principal's Reports on Attendance.				
Funding Sources: 199-6100 - SCE - Salaries - \$183,120.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>2) Perfect and Outstanding Awards will be presented to deserving students, as well as incentives given every six weeks grading period.</p>	1, 2, 6, 8, 9	Principal, assistant principal, Attendance Clerk, Counselor.	Review of number of attendance awards presented. Review of attendance data on PEIMS.				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) A check system will be used at WJHS to contact parents/guardians and students concerning attendance.</p>	1, 10	Principal, Assistant Principal, Attendance Clerk, Teachers, and Support staff.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; TAPR Data; Final Principal's Reports on Attendance.				
Funding Sources: 199-6100 - SCE - Salaries - \$183,120.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Students and parents will be responsible for following compulsory attendance laws, with truancy charges being filed with local authorities as required.</p>	1, 10	Principal, Assistant Principal, Counselor, Attendance Clerk and School Resource Chief Officer.	Number of 5-Day and 8-Day Letters; Attendance Contracts/Plans; Administrator & Parent conference; Counselor & Student conference; TAPR Data; Final Principal's Reports on Attendance.				
Funding Sources: 199-6100 - SCE - Salaries - \$183,120.00							



= Accomplished



= Continue/Modify



= 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 that increase parent and community involvement within the school.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Encourage parent and community participation in the following activities and/or organizations: PTO, Athletic and Academic Booster Clubs.</p>	1, 2, 6, 9, 10	Principal, Assistant Principal, Teachers, Counselor, Student Council Sponsors	Review of parent and community participation minutes and participation logs from different organizations.				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$3,441.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Community members and parents/guardians will be actively involved in the site-based decision making process, LPAC, ARD's, 504 meetings, and will receive appropriate CIC training.</p>	1, 2, 6, 10	Principal, assistant principal, teachers, counselor, support personnel parents, students, and community members.	Review of participation on CIC. Records of parent and community member participation.				
Funding Sources: 270-6300 - Rural and Low Income - Supplies and Mat - \$350.00							
<p>Critical Success Factors CSF 5</p> <p>3) All campus teachers will post the signed Teacher/Student/Parent Compact in classrooms, and the Student and Parent Compacts will be distributed to students and parents. All Compacts will be reviewed annually and copies of these forms will be posted on the district website.</p>	1, 2, 6, 10	Director of Special Programs, Principal, Assistant Principal, Teachers, District Parental Involvement Coordinator.	Principal observations of posted Teacher Compacts; Annual review of Compacts completed by September 2017.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4)) All WJHS staff will be trained annually in the requirements of Parental Involvement for federal purposes. WJHS will annually provide training to parents concerning the benefits of parental involvement in their child's education.</p>	1, 2, 6, 10	Principal, Assistant Principal, Counselor, Special Programs Director	Documentation of professional development on Parental Involvement; Sign-in sheets/agendas from annual campus parent trainings on Parental Involvement				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Continual communication will be provided to parents through the district and WJHS website, letters, newsletters, Remind one-way texting, Twitter, Edmodo, fliers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.</p>	1, 2, 6, 10	Principal, Assistant Principal, Counselor, Special Programs Director	Review of written communication to parents in both English and Spanish; Audit of information provided on WJHS website				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$3,441.00							
							







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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>1) Faculty and staff will receive professional development training in classroom management(CHAMPS), Student Code of Conduct, bullying and conflict resolution in order to have safe and drug free schools.</p>	1, 2	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Attendance records from Professional Development trainings. Needs-assessments survey addressing school safety will be distributed to parents, students, and employees and will be evaluated.				
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>2) Crisis Management plans such as the following will be utilized to ensure school safety: Evacuation Plan: for fire or bomb threat. Tornado Plan: to move students to safe area. Fire/Tornado Emergency drills. Handle With Care annual training.</p>		Principal, Assistant Principal	Effectiveness of crisis management plans will be reviewed annually.				
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>3) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; School-wide Components; District Health and Wellness Plan; and, District Emergency Operations Plan.</p>		Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Disciplinary Records; Educators Handbook Software; Survey Results; Federal Compliance Report; Committee Meeting Agendas and Sign-In Sheets				

 = Accomplished
  = Continue/Modify
  = 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 (google classroom), alongside the state-approved curriculum, measured by T-TESS walk-throughs/observations and lesson plans with an expected compliance of 80%.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The implementation of the campus technology plan including technology application and integration in each content area will be utilized throughout the campus.</p>	1, 2, 3, 9, 10	Principal, Assistant Principal, Teachers, Support personnel, Technology Director, WJHS Technology and Website Coordinator.	Staff Development Sign-In Sheets; Computer Lab Usage Logs; Lesson Plan Reviews; Website Training Provided by Campus Technology Coordinators				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) The use of DMAC data will be used throughout the campus to find areas of concerns within the learning environment.</p>		Principal, Assistant Principal, and Teachers.	DMAC, STAAR4Ward data graphs and TAPR data.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) T-TESS system will be used to determine technology integration (differentiation instruction) in the classroom through walk-throughs and observations.</p>	1, 2, 3, 9, 10	Principal and Assistant Principal.	T-TESS documentation all certified employees. Paraprofessional evaluation data.				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) To continue purchasing classroom sets of chrome books for one-on-one technology in classrooms.</p>	1, 2, 8, 9, 10	Principal, Assistant Principal, WJHS Technology and Website Coordinator, and Teachers	Bright Bytes Survey Results				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Any maintenance or school grounds needs will be communicated with the Director of Maintenance in a timely manner.</p>	1, 2	Principal, assistant principal, teachers, school support staff.	Completion of maintenance or school grounds repairs.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Citizenship, pride, responsibility and respect will be stressed through: Pledges to the Flags, Character Counts curriculum, Red Ribbon Week, Student Handbook, TEKS curriculum addressing these qualities.</p>	1, 2, 6	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Lesson plans; Records of participation by students, parents, and volunteers for documentation; Observations by administrators of student and teacher participatio				
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>2) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".</p>	1, 2, 6	Principal, Assistant Principal, and Counselor.	Documentation of reports filed using materials from Walsh & Anderson toolkit				
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>3) WJHS staff will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.</p>	1, 4, 6, 9	Principal, Assistant Principal, Counselor, Teachers, and Support staff.	Results of Parent, Teacher and Student Surveys				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Part of WJHS' culture will focus on all students completing all assignments throughout the year through the ICU process.</p>	<p>1, 4, 6, 9, 10</p>	<p>Principal, Assistant Principal, ICU Lifeguards, Teachers.</p>	<p>Decline of missing assignments on the ICU list.</p>				
<p>Funding Sources: 211-6200 - Title I - Contract Services - \$1,500.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <p>5)) All WJHS personnel will receive online training annually on the following: Suicide Prevention, FERPA, HIPPA, Child Abuse & Neglect, Bloodborne Pathogens</p>		<p>Principal, Assistant Principal</p>	<p>Documentation of completed online training</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

Performance Objective 1: Walker Junior High records will reflect 90% of employees remaining in the district at the end of the 2017-2018 school year.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) WJHS will employ and retain state certified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.</p>	1, 2, 3, 5, 10	Principal, Assistant Principal, Counselor	Yearly state certified survey.				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Walker Junior High administrators will establish positive rapport with teachers to enhance teaching through targeted professional development during T-TESS (Goal Setting and Professional Development) conference.</p>	1, 2, 5, 10	Principal & Assistant Principal	Walk-throughs; data collection and reflection; on-going teacher communications				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) T-TESS conference with administrator: A rubric with 5 performance levels: Improvement Needed, Developing, Proficient, Accomplished, and Distinguished. Documented walk-throughs will be conducted to allow teachers the opportunity to grow in their chosen career</p>	1, 2, 3, 5, 8, 10	Principal, Assistant Principal	T-TESS Evaluations; Walk-Through Data; TAPR Data				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development will be provided to all staff: Lead4Ward, The Fundamental Five, ICU, CAST, Dyslexia Training, CSS, TEKS Resource System, Assessment, CAMT, TCEA, Parental Involvement, 504, Istations, Thinking Maps, TTM (Think Through Math), TASSP, Title III Symposium, English for Success, Balanced Literacy Framework-Guided Reading; SPED ARD to Action Training, G/T Training; Region 18 trainings in Bullying.
1	1	2	Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4Ward; Thinking Maps; DMAC; Think Through Math; Fundamental 5; Study Island; Balanced Literacy Framework-Guided Reading: APEX Learning; 6 Traits of Writing, Academic Planning in PLC's meetings; Career & Technology Enrichment Courses; AI materials; Plan4Learning; and TEKS Resource System.
1	1	3	State certified teachers and support staff will be employed to deliver the TEKS with emphasis on reading, math, social studies, science and technology.
1	1	4	For the 2016-2017 school year, class periods have increased to 55 minutes. Teachers will have more time for re-teaching concepts/TEKS/RtI. The last 30 minutes of the school day will be used for STAAR tutorials.
1	1	5	TELPAS raters & TOT's will be trained and/or retrained to state specifications to assist LEP students in meeting federal requirements (AMAO & PBMAS). Including Balanced Literacy Framework-Guided Reading and ELPS Training.
1	1	6	Implementation of an extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard on STAAR. This extended learning time: class time increased by 10 minutes (55 minutes). Tutorials are offered the last 30 minutes of the school day and determined based on assessment data collected from DMAC, 3 week checkpoints-CBA's (Campus Based Assessments), and other assessment tools.
1	1	7	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.
1	1	8	To address the campus' state and federal assessment ratings, the following professional development will be implemented in English/language arts, math, social studies, and science: Lead4Ward (STAAR4Ward program); The Fundamental Five; Thinking Maps; TEKS Resource System; Think Through Math; and continued analysis of data from DMAC.
2	1	1	Specially designed curriculum & scientifically research-based instruction will be provided for students served through the following special programs: Intervention and Enrichment campus programs; After-School Tutoring; RtI; Dyslexia Program; I-Stations; TEKS Curriculum; Power Reading Labs; Balanced Literacy Framework; 6 Traits of Writing; SPED Software Programs; Accelerated Instruction (AI) and AI materials; Study Island; Thinking Maps; STAAR4Ward; Lead4Ward; Reading/Writing Processes; The Fundamental Five, Think Through Math; English for Success; Why Try; and, Summer School.
2	1	3	Appropriate assessment for individual identification into special programs will follow state and federally mandated timelines.

Goal	Objective	Strategy	Description
2	1	4	All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.
2	1	5) Counseling will be provided to students within special populations addressing bullying, suicide prevention and grieving.
2	1	6	504 procedures and referral process will provide appropriate services for identified students.
2	1	7	Implementation of STAAR remediation through extended learning time and access to technology in the classroom to improve the success of students who are struggling to meet the minimum passing standard. The extended learning time will be part of every student's daily schedule. Acquired student and teacher materials from Mentoring Minds, Sirius, Kamico, and TEKS Mastery workbooks.
2	1	8	WJHS will be compliant with all federal and state initiatives including: Federal Focus/Priority - Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe & Drug Free Schools; Compensatory Education; Special Education; Bilingual/ESL Education; Title I School-wide Components; 504 Including Dyslexia; G/T; Vocational/Technology (CTE); Staff/Principal Training; Pregnancy-Related Services.
2	1	9	Test administration at WJHS will be actively monitored and a standardized procedure will be used by all teachers to ensure proper testing. Attendance at test administration training will be required.
2	1	10	Summer School and Accelerated Instruction will be provided to meet the needs of identified struggling students and SSI students.
3	1	1	Attendance emphasis will be a positive focus at WJHS.
3	1	2	Perfect and Outstanding Awards will be presented to deserving students, as well as incentives given every six weeks grading period.
3	1	3	A check system will be used at WJHS to contact parents/guardians and students concerning attendance.
3	1	4	Students and parents will be responsible for following compulsory attendance laws, with truancy charges being filed with local authorities as required.
5	1	1	Faculty and staff will receive professional development training in classroom management(CHAMPS), Student Code of Conduct, bullying and conflict resolution in order to have safe and drug free schools.
5	1	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.
5	1	3	The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; School-wide Components; District Health and Wellness Plan; and, District Emergency Operations Plan.
6	1	2	The use of DMAC data will be used throughout the campus to find areas of concerns within the learning environment.
6	1	3	T-TESS system will be used to determine technology integration (differentiation instruction) in the classroom through walk-throughs and observations.

Goal	Objective	Strategy	Description
6	1	4	To continue purchasing classroom sets of chrome books for one-on-one technology in classrooms.
7	1	1	Any maintenance or school grounds needs will be communicated with the Director of Maintenance in a timely manner.
8	1	1	Citizenship, pride, responsibility and respect will be stressed through: Pledges to the Flags, Character Counts curriculum, Red Ribbon Week, Student Handbook, TEKS curriculum addressing these qualities.
8	1	2	All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators".
8	1	3	WJHS staff will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.
8	1	4	Part of WJHS' culture will focus on all students completing all assignments throughout the year through the ICU process.
8	1	5) All WJHS personnel will receive online training annually on the following: Suicide Prevention, FERPA, HIPPA, Child Abuse & Neglect, Bloodborne Pathogens

State Compensatory

Budget for Lathan Walker Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-041-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-11-6119-00-041-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$84,365.00
199-11-6119-01-041-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
199-31-6119-00-041-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$32,748.00
199-11-6129-00-041-8-30	6129 Salaries or Wages for Support Personnel	\$48,511.00
199-11-6141-00-041-8-30	6141 Social Security/Medicare	\$1,841.00
199-11-6141-01-041-8-30	6141 Social Security/Medicare	\$75.00
199-31-6141-00-041-8-30	6141 Social Security/Medicare	\$454.00
199-11-6142-00-041-8-30	6142 Group Health and Life Insurance	\$13,323.00
199-31-6142-00-041-8-30	6142 Group Health and Life Insurance	\$2,373.00
199-11-6143-00-041-8-30	6143 Workers' Compensation	\$1,869.00
199-11-6143-01-041-8-30	6143 Workers' Compensation	\$45.00
199-31-6143-00-041-8-30	6143 Workers' Compensation	\$461.00
199-11-6144-00-041-8-30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$9,289.00
199-11-6144-01-041-8-30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$300.00
199-31-6144-00-041-8-30	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,281.00
199-11-6146-00-041-8-30	6146 Teacher Retirement/TRS Care	\$4,236.00
199-11-6146-01-041-8-30	6146 Teacher Retirement/TRS Care	\$100.00
199-31-6146-00-041-8-30	6146 Teacher Retirement/TRS Care	\$1,013.00
6100 Subtotal:		\$208,784.00
6200 Professional and Contracted Services		

199-13-6239-01-041-8-30	6239 ESC Services	\$1,000.00
6200 Subtotal:		\$1,000.00
6300 Supplies and Services		
199-11-6395-00-041-8-30	6395 Supplies, DP Operations - Locally Defined	\$1,850.00
6300 Subtotal:		\$1,850.00
6400 Other Operating Costs		
199-31-6411-00-041-8-30	6411 Employee Travel	\$250.00
6400 Subtotal:		\$250.00

Personnel for Lathan Walker Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashmore, Kali	Teacher	WJH	.0956
Bolin, Kandace	Teacher	WJH	.11
Brandenburg, Laura	Teacher	WJH	.11
Bustamante, Belen	Instructional Aide	WJH	1
Crook, Peggy	Teacher	WJH	.11
Foutz, Kristi	Counselor	WJH	.5
Gilliam, Wade	Teacher	WJH	.0961
Irons, Melissa	Teacher	WJH	.11
Jones, Brandon	Teacher	WJH	.0953
Merrick, Sean	Teacher	WJH	.0927
Munoz, Randy	Teacher	WJH	.11
Phipps, Leisa	Instructional Aide	WJH	1
Rolfe	Nancy	WJH	.11
Sharp, Emerald	Teacher	WJH	.11
Simpson, Kaitlyn	Teacher	WJH	.0953
Swarb, Lindsie	Teacher	WJH	.0958
Valenzuela, Kellye	Teacher	WJH	.11
Watts, Stephanie	Teacher	WJH	.1017

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 1 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 May of 2017, Junior High School conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of campus administration, teachers, parents and community members. In a systematic effort to acquire an accurate and thorough picture of the campus the CIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

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

2: Schoolwide Reform Strategies

WJHS will focus on the following areas:

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

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

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

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

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

3: Instruction by highly qualified professional teachers

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

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

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive sustained, high-quality professional development to implement them. The statute requires that professional development be provided, as

needed, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Monahans-Wickett-Pyote Independent School District will provide professional development dedicated to accomplish campus and district initiatives. District initiatives include: the TEKS Resource System, LEAD4WARD, Thinking Maps, Fundamental 5, Study Island 7-12, and IStations K-6. Specific strategies and specific campus initiatives are detailed in the Walker Junior High Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

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

The district pays above base ranging from \$7,270 - \$11,335 depending on years of experience. For the 2017-2018 school year individual teachers will see at least a 1.5 percent raise. The district also contributes \$395.00 monthly towards employee health insurance and provides a \$10,000 life insurance policy for employees.

6: Strategies to increase parental involvement

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

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

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

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

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

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

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

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

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

Campus Leadership Team

Committee Role	Name	Position
Administrator	Mayna Benavides	Principal
Classroom Teacher	Kellye Valenzuela	ELAR 8
Classroom Teacher	Patricia Montez	ESL
Classroom Teacher	Melissa Bergmann	SPED
Classroom Teacher	Kandace Bolin	Math
Classroom Teacher	Emerald Sharp	S. Studies 7 & 8
Classroom Teacher	Randy Munoz	Science 7 & 8

Campus Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$163,954.00
1	1	8			\$3,441.00
Sub-Total					\$167,395.00
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,100.00
1	1	1			\$1,500.00
1	1	8			\$3,600.00
8	1	4			\$1,500.00
Sub-Total					\$8,700.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,441.00
2	1	1			\$3,441.00
2	1	1			\$410.00
4	1	1			\$3,441.00
4	1	5			\$3,441.00
Sub-Total					\$14,174.00
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$200.00
Sub-Total					\$200.00
255-6300 - Title II - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	2			\$410.00
Sub-Total					\$410.00
225-6100 - ARRA - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$21,000.00
Sub-Total					\$21,000.00
199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$39,330.00
3	1	1			\$183,120.00
3	1	3			\$183,120.00
3	1	4			\$183,120.00
Sub-Total					\$588,690.00
263-6300 - Title III - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$3,086.00
Sub-Total					\$3,086.00
270-6300 - Rural and Low Income - Supplies and Mat					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$350.00
Sub-Total					\$350.00
Grand Total					\$804,005.00