

Judson Independent School District
Early College Academy
2016-2017 Campus Improvement Plan



Mission Statement

The Judson Early College Academy through leadership training, a partnership with Northeast Lakeview College, with a rigorous and relevant curriculum, a dedicated and supportive staff that will guide each student to graduate in four years with a Distinguished High School Diploma; an Associate's Degree or a minimum of 60 college credits and will prepare all students to seek entrance into a Bachelor's Degree Program

Vision

JECA will foster a positive image in students' personal, intellectual, and social growth in preparation for their role as contributing community members.

Core Beliefs

College Ready

High Standards in all endeavors

Leadership ability

Rigorous and relevant curriculum

Learner-centered environment

Comprehensive Needs Assessment

Needs Assessment Overview

Data Sources Reviewed:			
<ul style="list-style-type: none"> • EOC, TSI, CBA, SAT, Surveys, Cores failures at NLC and JECA 			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	JECA has a diverse student population that reflects the demographics of the district	<ul style="list-style-type: none"> * Recognition and celebration of sub groups represented * Increase number of FTIC * Balance the total enrollment number of boys and girls * Increase STAAR Level III Achievement/Commended performance for all students 	Open house, student awards, and MS field trips to campus and college to increase awareness of campus and to community.
Student Achievement	<p>Under the state accountability system, JECA Met Standard and also earned distinction designations in the following three areas:</p> <ul style="list-style-type: none"> • Top 25 Percent Student Progress • Academic Achievement in Reading/English language arts • Academic Achievement in 	<ul style="list-style-type: none"> • Need a higher percentage of students to score Level III: Advance on STAAR • Tutoring for low performing and at-risk students on STAAR, TSI • Need to prepare students to pass all sections of TSI (Texas Success Initiative) by May 1st. 	The campus will continue to have after school tutorials but it will begin in September. JECA will partner with NLC to have male mentors for at-risk male students. Campus will budget more for student awards and work with PTSO for recognition every 9 weeks.

<p>Mathematics</p> <ul style="list-style-type: none"> • 4 Years Exemplary <p>100% of students passed STAAR in 2014 and 100% graduation rate for high school and 97% earned an Associate's Degree at Northeast Lakeview Vista.</p> <p>TSI scores show majority students have passed 2 or more portions of test.</p> <p>Student Intervention Form addressing struggling students before it's too late.</p> <p>Enrichment—providing students with direct instruction on EOC, Accuplacer/TSI, SAT, PSAT and ACT assessment.</p> <p>Tutoring provided at JECA and NLC has successful. JECA mandatory tutoring is required to ensure college readiness for all students during Raptor Time Monday - Thursday.</p> <p>NLC Academic support is offered from JECA staff as needed for NLC</p>	<ul style="list-style-type: none"> •Need all students to pass JECA classes and NLC classes with a minimum of 2.0 GPA. •Emphasizing to the freshmen class the importance of maintaining a high GPA early. •Teaching students time management and being a self-advocate, especially to the freshmen and sophomores (effectively utilizing Raptor time, enrichment time and agendas, •Provide intervention and support to students taking English 1301 and 1302. •Meeting with parents early and often regarding student grades and assessment feedback. •Turnitin membership renewal - utilizing an effective program to monitor authentic student work
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	<p>courses. Students are encouraged to communicate/conference with NLC staff to ensure college success.</p> <p>On-going STAR Team meeting to address strengths, weaknesses, and needs.</p> <p>Department meetings focusing data to drive instruction with teachers.</p> <p>Student Mentoring Program, "Adopt-A-Fish" for freshmen (students decided to have program for all underclassmen: Students guiding and tutoring our students to a successful life at JECA academically and socially.</p> <p>Texas A&M summer precal summer program accelerated 9 students CLEP NLC College Algebra class</p>		
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> •All staff employed by August 21, 2014 were CPR certified staff •Crisis teams for JECA and NLC •We have an open door policy and encourage open communication for 	<ul style="list-style-type: none"> •Provide activities for students and staff to improve morale during and after school hours to alleviate burnt out •Create a family environment providing students with opportunity to share and discuss JECA culture, 	<p>The campus will utilize funding to support to a safe and drug free environment. More assemblies for student successes and lunch with principal/AP.</p> <p>UIL and one ACT plays will be performed at campus for all students to support performers.</p>

students and staff

- Communication with parents through calls, teacher and campus web pages, Friday Information Memo
- Mentoring Program for students and new teachers
- Active Project Graduation
- Active PTSO program
- Open House and Student-Led-Conferences allowing parents to be involved with student learning
- Vertical Alignment and STARR meetings with NLC
- Senior Prep Day at Northeast Lakeview College
- JECA Cafe for open communication with parents and community
- Proactive on School Safety and Security with JISD and JECA/NLC Crisis Team Members
- Teachers are supported with classroom management due to policy and procedures in place
- Quality of instruction using the EBIES, PLC amongst other strategies to challenge students and

experience, and life

- Celebrate successes by having an Honor Roll Awards Assembly every 9-Weeks--This is the first year to pilot the event
- Recognition of diversity and culture by celebrating diversity through the Multicultural Club
- Continually improve communication via website, newsletters, call alerts, information for District PIO
- Having an all As ceremony at the end of the year for students who have maintained all As for the year
- Revise Raptor/Enrichment Time based on student productivity and teacher input
- Off-campus staff development/Team building exercise

significant increase with student performance

- Recognition of Student and Teacher of the month

- College Bound ceremony for seniors

- Commitment ceremony for sophomores

<p>Staff Quality/ Professional Development</p>	<ul style="list-style-type: none"> * All Core Content faculty members are with a Master's Degree and higher in their area of expertise. They are all highly qualified. * On-going professional development and training of the Early College High School consortium. * Hire teachers with the ideas and philosophy believing in the ECHS model * We look for teachers that are willing to put forth the extra hours and go the extra mile exhibiting a positive attitude, lots of energy and can work as a team * Celebration of successes; Teacher of the Month; allowing teachers and staff to have a voice in decision making * Providing new teachers with a mentor * Strong department head to lead, guide and give constructive advice * Book study with all faculty and staff 	<ul style="list-style-type: none"> * More walk-throughs and providing teachers with meaningful and constructive feedback * Money to get subs so new teachers can leave their classroom to observe veteran teachers * New teacher Partner (Mentor) in content from other campus * Money for books used for Book Study * Providing new and veteran teachers with continued professional development specific to content; resources; * Encourage/Seek teachers with experience * Celebrate success and highlight the positives *Laptops are needed for students who take summer school classes 	<p>The campus will continue to strive for excellence by increasing and supporting academic rigor. PD on GT and bell to bell instruction.</p>
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<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> * Lesson plan format with emphasis on ECHS strategies as well as using EBIES. * Teachers monitor and analyze the district CBA, EOC, TSI, PSAT, AP, SAT, ACT * Implement and monitor plans for student progress * Teachers build on strengths and address the weaknesses through student assessment data in data binder * Teachers provide varied instruction and differentiation utilized to address SPED, ELL, GT, and at-risk students * Use ECHS teaching models and HOTS * Department and leadership meetings focuses on effectiveness of programs, teacher lessons, walk-through data, all state and district testing data and failure report and teacher needs assessments. 	<ul style="list-style-type: none"> * Professional development for teachers to continue learning and growing in their field and to best meet the needs of students. * Focus on TEKS and vertical alignment throughout instruction and assessment * Train staff to engage students bell-to-bell in a 90 minute block schedule * Put more time in to walk-throughs and providing teachers with immediate and constructive feedback 	<p>Campus will have departmental meeting with NLC to address and meet student needs.</p>
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<p>Family and Community Involvement</p>	<p>Parent volunteer training has increased. Many parents using Parent Center to check grades (highest in JISD). Increased business partnerships. Using campus website, newsletter, Parent Connect, Blackboard Connect, Alert Calls, Letters home. We have Student Led Conference, Pre-Days for each grade level, STAAR/EOC nights, JECA Café, College Bound Celebration. This year, we started the Boys and Girls Club.</p> <p>* Being proactive and addressing student academic needs providing interventions early.</p> <p>* College Prep teachers sponsoring and guiding students through the phases of each school year, monitoring, mentoring, encouraging, teaching students survival skills of being a high school student as well as a college student. The College Prep teachers start with students from freshmen year following them to program completion at their senior year.</p>	<p>*100 % PTSO membership</p> <p>*Require minimum of 10 hrs of community service per student per year and monitor by College Prep Teachers 2014-2015</p> <p>*Build and establish trust with students, parents, teachers, and community.</p> <p>* Continue to increase the number of student applications for incoming freshmen.</p> <p>* Seek out local businesses for additional support of school events through funding and advertisement of JECA.</p> <p>* Communicate with all stakeholders on JECA data as well as allowing them to see and recognize the success of students at JECA.</p> <p>* Provide training and resources for parents on how to help JECA students with academics, social life, and working through stress times.</p> <p>* Getting all stakeholders to be advocates for JECA communicating success rather than the negatives.</p> <p>* Instilling school pride in parents and the community.</p>	<p>Have programs sponsored by CP teacher per class to increase parental involvement.</p>
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<p>School Context and Organization</p>	<ul style="list-style-type: none"> *JECA/NLC Boomerang Forms *T-Drive EOC English I & II, Biology, Knowysis, SAT/ACT supporting documents * CBDMC meetings 4-5 times per year addressing budget and needs of campus * Department Chair Meetings * Department meetings with team leaders * Clubs and organizations in place and receiving awards and trophies at the state and national level. * Student and Teacher Mentor Program * School Safety: Active Campus Crisis Team * UIL and Sponsorship Events. * RAPTOR TIME as tutoring in place to assist students with academic needs. * Enrichment to assist with /TSI, SAT, EOC and other assessments. 	<ul style="list-style-type: none"> * Resources and Lesson guidelines for teaching TSI, SAT, etc. * Restructure Raptor Time so that it students are always on task. * Restructure leadership team--work on sharing a common vision as well as establishing loyalty. * Even distribution of assignments amongst teachers. 	<p>Administration will meet monthly with department heads to ensure all department needs have been met.</p>
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<p>Technology</p>	<ul style="list-style-type: none"> * Teachers using PowerPoint and video clips as part of the daily lessons. * Every classroom has a teacher main computer as well as a projector. * Content and elective classes are using the computer labs to allow students usage. * Science teachers use the science lab program to guide students through an experiment, then analyze the procedures. * Technology math programs are in place to assist with instruction and providing students with immediate feedback. * 99% of teachers integrating technology in their classroom as well as allowing students to use technology. 	<p>26 New laptops(one cart)to replace non-functioning/outdated mini cart</p> <ul style="list-style-type: none"> * More computers in the classrooms for students to use rather than having to always take students to the computer lab. * A printer in each classroom for teachers and students to use when reports or papers have been printed rather than having to walk to lab every time something is printed. *Windows Pad for every teacher due to overall usefulness *1 smart board per department * Yearly inventory of campus hardware and software needs * Professional Development on technology implementation in the classroom without sole reliance on PPT lectures and video clips alone * Annual survey of proficiency of faculty and staff 	<p>Each student will include technology presentation with their portfolio. All teachers will complete the technology proficiency before District due date.</p>
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Demographics

Demographics Summary

Class of 2016

Total Number of students: 100

Graduated NLC with AA:

Graduated JECA

\$19 million in offered scholarships

Class 2017

Total number of Students: 129

Boys: 41 (32%)

Girls: 88 (68%)

Ethnic Breakdown: (Federal)

White: 25 (19%)

Hispanic: 52 (40%)

African American: 27 (21%)

Asian: 4 (3%)

Pacific Islander: 1 (1%)

American Indian: 0

Multi-Race: 5 (4%)

FTIC:

44 (34%)

Economically Disadvantage:

51 (40%)

Middle School Attended:

Kitty Hawk: 54 (35%)

Kirby: 11 (10%)

Judson: 17 (17%)

Metzger: 21 (12%)

Woodlake Hills: 14 (14%)

Non-JISD: 12 (12%)

Class 2018 - incoming freshmen

Total number of Students: 130

Non JISD 4

KMS 17

WHMS 24

JMS 19

MMS 18

KHMS 48

Gender: Male 43

Female 83

FTIC: 62 48% of 130 19 have siblings

Total JECA Students

Total number of Students: 485

Boys: 176 (38%)

Girls: 309 (63%)

Ethnic Breakdown: (Federal)

White: 107 (22%)

Hispanic: 207 (43%)

African American: 123 (25%)

Asian: 22 (5%)

Pacific Islander: 3(1%)

American Indian: 3(1%)

Multi-Race: 5 (1%)

FTIC: 198(36%)

Economically Disadvantage:

232 (48%)

Middle School Attended:

Kitty Hawk: 158(33%)

Kirby: 60(12%)

Judson: 61 (13%)

Metzger: 81(17%)

Woodlake Hill: 80(16%)

Non-JISD: 45(9%)

Class of 2019

Total Number of students: 130

Boys: (%)

Girls: (%)

Ethnic Breakdown: (Federal)

White: (%)

Hispanic: (%)

African American: (%)

Asian: (%)

Pacific Islander: 0

American Indian: 0

FTIC:

(%)

Economically Disadvantage:

(%)

Middle School Attended:

Kitty Hawk: (%)

Kirby: (%)

Judson: (%)

Metzger: (%)

Woodlake Hills: (%)

Non JISD: (%)

Demographics Strengths

JECA has a diverse population that mirrors the district's demographics.

Student Achievement

Student Achievement Summary

Under the state accountability system, JECA Met Standard and also earned 6 star distinction designations in the following three areas:

- Top 25 Percent Closing Performance Gaps
- Post secondary Readiness
- Academic Achievement in Reading/English language arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- 4 Years Exemplary

ALG 1: 96% Commended performance at LEVEL III 21% +6

BIO: 100% Commended performance at LEVEL III 12% -5

ELA I: 99% Commended performance at LEVEL III 26% +26

ELA II: 100% Commended performance at LEVEL III 21% +21

US HIS: 100% Commended performance at LEVEL III 33%

Student Achievement Strengths

TSI scores show majority students have passed 2 or more portions of test.

Student Intervention Form addressing struggling students before it's too late.

Enrichment—providing students with direct instruction on EOC, Accuplacer/TSI, SAT, PSAT and ACT assessment.

Tutoring provided at JECA and NLC has successful. JECA mandatory tutoring is required to ensure college readiness for all students during Raptor Time Monday - Thursday.

NLC Academic support is offered from JECA staff as needed for NLC courses. Students are encouraged to communicate/conference with NLC staff to ensure college success.

On-going STAR Team meeting with all core content teachers to address strengths, weaknesses, and needs.

Department meetings focusing data to drive instruction with teachers.

Student Mentoring Program, "Adopt-A-Fish" for freshmen (students decided to have program for all underclassmen: Students guiding and tutoring our

students to a successful life at JECA academically and socially.

Opportunity for students to regain credits on E2020 credit recovery

Student Achievement Needs

- Need a higher percentage of students to score Level III: Advance on STAAR
- Tutoring for low performing and at-risk students on STAAR-EOC, TSI
- Need to prepare students to pass all sections of TSI (Texas Success Initiative) by May 1st.
- Need all students to pass JECA classes and NLC classes with a minimum of 2.0 GPA.
- Emphasizing to the freshmen class the importance of maintaining a high GPA early.
- Teaching students time management and being a self-advocate, especially to the freshmen and sophomores (effectively utilizing Raptor time, enrichment time and agendas,
- Provide intervention and support to students taking English 1301 and 1302.
- Meeting with parents early and often regarding student grades and assessment feedback.
- Increase funding for AT-Risk students to receive tutoring and academic support in all content areas

School Culture and Climate

School Culture and Climate Summary

The goal is to engage all stakeholders to build a shared vision of district and campus success. Below consists of events currently in place:

- Family Environment
- Student Safety with student and staff training and practice drills.
- Focus on academic rigor and student engagement in a 90 minute block class period.
- Students feel safe and supported
- Prep days for all students
- Parent Meetings
- Senior Convocation
- Mentoring Program for At-Risk students (Adopt-A-Fish)
- Mentoring Program for new teachers at JECA
- 9-Week Honor Roll Assembly to recognize academic achievement and citizenship awards
- Celebration of multi-cultural events

School Culture and Climate Strengths

- All staff employed by August 21, 2015 were CPR certified staff
- Crisis teams for JECA and NLC
- We have an open door policy and encourage open communication for students and staff
- Communication with parents through calls, teacher and campus web pages, Friday Information Memo
- Mentoring Program for students and new teachers
- Active Project Graduation
- Active PTSO program
- Open House and Student-Led-Conferences allowing parents to be involved with student learning
- Vertical Alignment and STARR meetings with NLC
- Senior Prep Day at Northeast Lakeview College
- Proactive on School Safety and Security with JISD and JECA/NLC Crisis Team Members
- Teachers are supported with classroom management due to policy and procedures in place
- Quality of instruction using the EBIES, PLC amongst other strategies to challenge students and significant increase with student performance
- College Bound ceremony for seniors
- Regalia presentation ceremony

- Commitment ceremony for sophomores
- Celebrate successes by having an Honor Roll Awards Assembly every 9-Weeks
- Very supportive Boys & Girls Club
- 1st Homecoming

School Culture and Climate Needs

- Provide teachers and staff with Cultural Diversity workshop by Dr. McLeod
- Provide activities for students and staff to improve morale during and after school hours to alleviate burnt out
- Create a family environment providing students with opportunity to share and discuss JECA culture, experience, and life
- More activities besides academics for students
- Continually improve communication via website, newsletters, call alerts, information for District PIO
- Revise Raptor/Enrichment Time based on student productivity and teacher input
- Off-campus staff development/team building exercise

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most staff meet the 18+ graduate content hours requirement or on their way to completing the requirement. The faculty is dedicated to the Early College High School concept and support the components necessary for the successful outcome. All core content faculty members are with a Master's Degree and higher in the area of expertise. Professional Development and on-going training and support is essential for our staff so they can best meet the demands of academic rigor and be competitive with other higher institutions.

Staff Quality, Recruitment, and Retention Strengths

- * All Core Content faculty members are all highly qualified.
 - * On-going professional development and training of the Early College High School consortium.
 - * Hire teachers with the ideas and philosophy believing in the ECHS model
 - * We look for teachers that are willing to put forth the extra hours and go the extra mile exhibiting a positive attitude, lots of energy and can work as a team
 - * Celebration of successes; Teacher of the Month; allowing teachers and staff to have a voice in decision making
 - * Providing new teachers with a mentor
 - * Strong department head to lead, guide and give constructive advice
 - * Book study with all faculty and staff
- *New teacher mentor program - facilitated by lead mentor teacher.
- *Team building through PLCs
- *Teacher Appreciation through recognition
- *Staff climate survey
- *All paraprofessionals that work with students have received NCLB training or have 48 hours of college hours

Staff Quality, Recruitment, and Retention Needs

- * More walk-throughs and providing teachers with meaningful and constructive feedback

- * Money to get subs so new teachers can leave their classroom to observe veteran teachers
- * New teacher Partner (Mentor) in content from other campus
- * Money for books used for Book Study
- * Providing new and veteran teachers with continued professional development specific to content; resources;
- * Encourage/Seek teachers with experience
- * Celebrate success and highlight the positives

*Laptops are needed for students who take summer school classes

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and assessments have been set and established either by the district, state or in collaboration with NLC. (College Prep Curriculum)

Curriculum, Instruction, and Assessment Strengths

- * Lesson plan format with emphasis on ECHS strategies
- * Teachers monitor and analyze the district CBA, EOC, TSI, PSAT, AP, SAT, ACT
- * Implement and monitor plans for student progress
- * Teachers build on strengths and address the weaknesses through student assessment data in data binder
- * Teachers provide varied instruction and differentiation utilized to address LEP, GT, and at-risk students
- * Use ECHS teaching models and HOTS
- * Department and leadership meetings focuses on effectiveness of programs, teacher lessons, walk-through data, all state and district testing data and failure report and teacher needs assessments.

Curriculum, Instruction, and Assessment Needs

- * Professional development for teachers to continue learning and growing in their field and to best meet the needs of students.
 - * Focus on TEKS and vertical alignment throughout instruction and assessment
 - * Train staff to engage students bell-to-bell in a 90 minute block schedule
 - * Put more time in to walk-throughs and providing teachers with immediate and constructive feedback
- *Support from Math, Science Departments at NLC with content collaboration. Meetings are only for ELA but have been very beneficial with students and staff

Family and Community Involvement

Family and Community Involvement Summary

The goal is to develop and maintain program implementation that will sustain and increase family and community involvement. Below are currently what's in place:

- * Active PTSO supporting JECA through fundraisers, Spring Festival and other school functions.
- * PTSO provide college scholarship money to the JECA seniors.
- * Partnership with Boys and Girls Club
- * Highest student attendance record in JISD.

Family and Community Involvement Strengths

Parent volunteer training has increased. Many parents using Parent Center to check grades (highest in JISD). Increased business partnerships. Using campus website, newsletter, Parent Connect, Blackboard Connect, Alert Calls, Letters home. We have Student Led Conference, Pre-Days for each grade level, STAAR/EOC nights, JECA Café, College Bound Celebration. We have a very supportive Boys and Girls Club.

- * Being proactive and addressing student academic needs providing interventions early.
- * College Prep teachers sponsoring and guiding students through the phases of each school year, monitoring, mentoring, encouraging, teaching students survival skills of being a high school student as well as a college student. The College Prep teachers start with students from freshmen year following them to program completion at their senior year.

Family and Community Involvement Needs

- *100% PTSO membership
- *Require minimum of 10 hrs of community service per student per year and monitor by College Prep Teachers 2014-2015
- *Build and establish trust with students, parents, teachers, and community.
- * Continue to increase the number of student applications for incoming freshmen.
- * Seek out local businesses for additional support of school events through funding and advertisement of JECA.
- * Communicate with all stakeholders on JECA data as well as allowing them to see and recognize the success of students at JECA.

- * Provide training and resources for parents on how to help JECA students with academics, social life, and working through stress times.
- * Getting all stakeholders to be advocates for JECA communicating success rather than the negatives.
- * Instilling school pride on parents and the community.

School Context and Organization

School Context and Organization Summary

Below are the current programs in place:

- * Intervention Program is very effective.
- * CBDMC meetings 3-4 times per year addressing budget and needs of campus
- * Department Chair Meetings - monthly
- * Department meetings with team leaders
- * Clubs and organizations in place
- * Student and Teacher Mentor Programs
- * School Safety: Active Campus Crisis Team
- * UIL and Sponsorship Events.

School Context and Organization Strengths

- *JECA/NLC Boomerang Forms

- *T-Drive EOC English I & II, Biology, Knowysis, SAT/ACT supporting documents
- * CBDMC meetings addressing budget and needs of campus
- * Department Chair Meetings
- * Department meetings with team leaders
- * Clubs and organizations in place and receiving awards and trophies at the state and national level.
- * Student and Teacher Mentor Program
- * School Safety: Active Campus Crisis Team
- * UIL and Sponsorship Events.
- * RAPTOR TIME as tutoring in place to assist students with academic needs.
- * Enrichment to assist with Accuplacer/TSI, SAT, EOC and other assessments.

School Context and Organization Needs

- * Resources and Lesson guidelines for teaching TSI, SAT, etc.
- * Restructure Raptor Time so that it students are always on task.
- * Restructre eadership team--work on sharing a common vision as well as establishing loyalty.
- * Even distribution of assignments amongst teachers.

Technology

Technology Summary

All JECA teachers are proficient with the basic technology skills through MS Office. Teachers also feel comfortable incorporating technology in to daily lessons.

Technology Strengths

- * Teachers using PowerPoint and video clips as part of the daily lessons.
- * Every classroom has a teacher main computer as well as a projector.
- * Content and elective classes are using the computer labs to allow students usage.
- * Science teachers use the science lab program to guide students through an experiment, then analyze the procedures.
- * Technology math programs are in place to assist with instruction and providing students with immediate feedback.
- * 99% of teachers integrating technology in their classroom as well as allowing students to use technology

Technology Needs

Pilot a 1 to 1 technology program with the goal to have every student with an technology device to improve academics.

26 New laptops (one cart) to replace non-functioning/outdated mini cart

- * More computers in the classrooms for students to use rather than having to always take students to the computer lab.
- * A printer in each classroom for teachers and students to use when reports or papers have be printed rather than having to walk to lab every time something is printed.
- * Yearly inventory of campus hardware and software needs
- * Professional Development on technology implementation in the classroom without sole reliance on PPT lectures and video clips alone
- * Annual survey of proficiency for faculty and staff

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: 100% Seniors graduate with a Distinguished HS Diploma 100% Seniors graduate with a Associates Degree

Evaluation Data Source(s) 1: 100% Seniors graduate with a Distinguished HS Diploma (2016=100%) 100% Seniors graduate with a Associates Degree (2016 = 90%)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: 100 % of the students pass all three parts of the TSI by the end of the sophomore year.

Evaluation Data Source(s) 2: 100% of the freshman pass the reading portion of the TSI after the summer bridge after their 8th grade year
100% of the sophomores pass the writing and math by April 15.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All accepted 8th graders will attend a 2 week summer bridge		Principal	100% attend				
2) Any student who has not passed 1 or more (3) part(s) of the TSI will be placed in an enrichment class for remediation. There will be a retest in November		Counselors and College Prep teachers					
3) Any student who has not passed 1 or more parts of the TSI after the November TSI will be placed in E2020 remediation in addition to the Enrichment remediation.		Counselors and College Prep teachers					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: 100% take SAT or ACT

Evaluation Data Source(s) 3: 100% of our enrolled student will take the SAT and/or the ACT by the appropriate due date.(eg.- SAT by junior year)

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will make sure all student sign up and take the SAT and/or the ACT		Counselors	100% take SAT/ACT	✓	✓	✓	

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: SAT Increase all totals for sub tests and sub pops by 5% Close gender gap by 5% Close ethnicity gap by 5%

Evaluation Data Source(s) 4: Reading & Writing JECA 573, Math JECA 567

Reading & Writing Goal ,Math Goal

Texas R-470, M- 486, W- 454 Male R-542, M- 560, W- 494; Female R-514, M-505, W-493; White R-560, M-566, W- 526; AA R-496, M-488, W-473; Mex R-535, M-525, W-488; Other Hisp R-486, M-513, W-469

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: Specific EOC/STAAR Level 3 and Sub Pop improvement

Evaluation Data Source(s) 5: Algebra 1 100% pass

Increase Level 3 from 50% to 60%

Sub Pops

Hisp frm 38% to 50%

Eco Dis frm 43% to 50%Female frm 50% to 60%

Biology

Increase Level 3 frm38% to 50%

AA frm 10% to 40%

English 1

100% pass the EOC

Increase Level 3 frm 21% to 30%

All pops increase to 25%

Male frm 18% to 25%

Eng 2

100% pass the EOC










Increase Level 3 frm 27% to 40%

All pops increase to 30%

US History

Increase Level 3 from 59% to 65% (2014 33%)

Summative Evaluation 5: Some progress made toward meeting Performance Objective







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide afterschool and Saturday tutoring		Teachers, AP, Principal	Increase level 3, close all gender and ethnicity gaps.				
Funding Sources: 171-7 State Compensatory Education - \$3,500.00							
2) Dis-ag data and identifying students by quintiles and low SEs		Principal, AP, Department Chairs	Increase level 3, close all gender and ethnicity gaps.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 6: Identify disposition of previous JECA graduates to determine success of program. Looking to see percent enrolled in college or gainfully employed.

Evaluation Data Source(s) 6: 30% of surveys returned

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Send out correspondence inviting former JECA students to respond to a on-line survey to determine the percent of students in a college or gainfully employed.		AP, Counselors	90% of respondents are being successful				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 7: Sustain JECA as a 1 to 1 technology campus where every student has a device that they carry with them. This device will be used for: Textbook replacement, receiving and turning in home work, collaborative assignments with other students, communication, assessment, remediation, specific classroom activities and labs, research

Evaluation Data Source(s) 7: All students have daily access to a personal computing device used for learning, assessment, homework and research.

All teachers use personal computing devices (Chromebooks) for delivery of instruction, research, assessment, and homework.

Summative Evaluation 7: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop goals and outcomes		Ms. Juarez, Principal	Goals and objectives	✓	✓	✓	
2) Train all teachers on Chromebooks. Offer Google Boot Camp		Ms. Juarez	Sign in sheet Teachers document in lesson plans: Instruction, assessment, research, and homework.	✓	✓	✓	
3) Purchase computing devices for pilot program		Ms. Juarez, Steve Young	150 Chrome Books were purchased by the district to begin our pilot program with the 9th grade class.	✓	✓	✓	
4) Set up a remediation lab (COW) for At risk students to provide support for EOC, SAT/ACT, and the TSI		MS Juarez, Kamara Adams	At risk student improve their performance/passing on the EOC, SAT, and TSI by 10%	✓	✓	✓	
	Funding Sources: 171-6 State Compensatory Education - \$8,500.00						
							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 8: 100% Highly Qualified Staff as defined by Title 1

Evaluation Data Source(s) 8: 100% of staff will be Highly Qualified. All new staff will be HQ before being offered a position.

Summative Evaluation 8: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a hiring process that emphasis HQ criteria and demonstration of instructional ability.		Principal and Dept. Chairs	100% of staff hired is HQ				
2) All hired staff will have 15+ hours, above basics, in certification area even if alternatively certified. Masters degree will be preferred but not mandatory.		Principal	Transcripts will document 15+ hours in certification area above basics.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 9: Improve attendance to 98%

Evaluation Data Source(s) 9: For 2015-16 attendance was 98.01% for 9th, 10th, and 11th grade. Seniors was 95.83%

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 10: M/V student will pass all of their HS and college classes, Take and pass the SAT, Graduate with a distinguished Diploma and Associates of Arts Degree

Evaluation Data Source(s) 10:

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We provide free or reduce lunch, transportation, free backpack and school supplies.	1	Counselors	Students pass classes and has good attendance.				
Funding Sources:							
2) Counselors meet with students a minimum of 1x/9wks	1	Counselors	Students grades and attendance are good				
3) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar, secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
4) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families	9	Homeless liaison, counselor, social worker	9-weeks report card grades, Attendance reports of homeless students				
5) Students are placed in support and remediation classes as needed for HS, college classes and SAT prep.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: Recruit and hire staff that contribute to maintaining our 7 STAAR rating.

Evaluation Data Source(s) 1: JECA will have less than 10% staff turnover. Teachers will be rate proficient and above on TTESS. Para staff will rate and average of 3.5 and above.

Summative Evaluation 1: Exceeded Performance Objective

Goal 2: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 2: Support and develop new staff

Evaluation Data Source(s) 2: New staff will participate in New Staff Seminar held three times a month with the principal.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 2: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 3: Implement a coaching style of observations and walk thrus called Dynamic Coaching with in the TTESS framework

Evaluation Data Source(s) 3: Teachers will indicate on a survey their satisfaction with the new format of walk thrus and that it has increased their growth as a professional.







Summative Evaluation 3: Met Performance Objective

Goal 3: To spend money wisely, efficiently, and equitably by maintaining a Superior rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

Performance Objective 1: JECA will maintain a balanced budget for the 2016-2017 school year. This includes following state and district guideline regarding financial expectations

Evaluation Data Source(s) 1: The auditor report will reflect that JECA followed state and district guidelines.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Administrative assistant will receive training on state and district guidelines regarding financial guidelines Weekly meeting to discuss campus budget needs Monthly meeting to review budget summary and fund balance		Principal	Auditor report will reflect that JECA has followed proper protocol for state and district expectations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for Early College Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
17511009246112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$9,300.00
	6100 Subtotal:	\$9,300.00

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program 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.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Develop system of providing contracts for high-needs students that promotes positive behaviors.

2: Schoolwide Reform Strategies

1. Student Awards for good conduct.
2. Develop and implement Student ID policy.
3. Establish on-going counseling groups.
4. Implement peer mediation group.
5. Implement Understanding Our Differences sessions.
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers to the District and to Metzger as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.

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

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support for teachers in all content areas.
4. Professional staff book studies include but not limited to: Thinking Through Project Based Learning: Guiding Deeper Inquiry; Teaching with the Brain in Mind; and Deep Curriculum Alignment.
5. Staff will complete a climate survey.

5: Strategies to attract highly qualified teachers

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

6: Strategies to increase parental involvement

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Provide STAAR Strategy Training for parents (grades 6-8).
3. Increase teacher participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.
9. Have Family Literacy Night.

10. Provide parents with Campus Student Performance Data for 2012 – 2013 STAAR.
11. Post CIP on school website for parent access.
12. Develop a School/Parent Compact & notify parents that Metzger Middle School is a Title I school.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in middle school.
16. Celebrate diversity with multicultural events with parents as participants.

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

N/A

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

1. Provide training on the Judson ISD Instructional Planning Process.
2. Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process.
3. Provide academic support through instructional coaching.
4. Meet with Administrative team to look at data and determine strategies aimed at improving instruction.
5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Develop and implement Parent involvement activities that support the campus goal of increasing student performance.
8. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
9. Provide Instructional support to teachers of students in Special Education.
10. Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

1. Utilization of effective common planning practices to include all JISD middle school Mathematics teachers.

Reading

1. Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups).
2. Utilizing technology in the classroom - Nooks, iPods and eReaders.
3. The dictionaries will be used as accommodations to support English-as-Second Language Learners for local assessments (CBAs/Semester Exams, STAAR, and STAAR-L).
4. IPADs and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
5. The International Readers Association Conference will provide instructional strategies for campus Reading teachers to assist with struggling readers and improve STAAR scores.

English Language Arts

1. Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

Social Studies

1. Utilization of effective common planning practices for campus.
2. Utilization of effective common planning practices to include all JISD middle school Social Studies teachers.
3. Utilization of common Social Studies Department assessment data in planning instruction.

Science

1. Use common content and instructional planning and protocols.
2. Collaborating with District curriculum specialists.

Technology

1. Students will take Computer Literacy I by the end of 8th Grade.
2. Teachers deliver at least four technology integration projects.
3. Teachers will create and maintain campus web pages.
4. VBRICK lab will be used to deliver announcement, professional development, and classroom instruction.

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

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.
Collect and utilize student data to determine appropriate tiers and interventions.

- 2.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.
5. IPADS and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
6. Provide Tutoring before and after school
7. Homework Assistance Center
8. Remediation Classes
9. ESC - 20

Mathematics

1. Provide math intervention program training to teachers.
2. ALEKS is an online math intervention program that provides individualized learning with immediate feedback and progress monitoring for struggling learners.

Reading

1. Hire 1 Comp Ed and 2 Title I teachers.
2. I-Station web-based diagnostic and intervention software for struggling students.

Social Studies

1. Provide training on Document Based Questions.
2. History Fair
3. Journaling

Science

1. Training with Science consultant, Ms. Minnux-Wilkes.
2. Tutoring
3. Homework Assistance Center

Behavior Intervention

1. Ripple Effect for In-School Suspension
2. Alpha Phi Fraternity Mentoring Program

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

1. Guidance Curriculum – Dating Violence, Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management. Programs to provide counseling intervention to assist students and parents.
2. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
3. Conduct monthly evacuation drills.
4. Have a Family Literacy Night.

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Salaries for tutors		\$3,500.00
Sub-Total					\$3,500.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	School supplies		\$0.00
Sub-Total					\$0.00
171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4			\$8,500.00
Sub-Total					\$8,500.00
Grand Total					\$12,000.00