

**Judson Independent School District**  
**Metzger Middle School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

## Judson Independent School District Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

## Henry Metzger Mission Statement

Henry Metzger Middle School will provide a well-rounded curriculum, environment, and learning opportunities for all students so that our graduates possess the characteristics to enable them to function responsibly, meaningfully, and successfully in society, college and /or the workplace.

# Vision

## *Judson Independent School District Vision*

*Judson ISD is Producing Excellence!*

## *Henry Metzger Middle School Vision*

*Motto: Excellence For Every Child, Every Day!*

Support a safe environment by creating a disciplined and structured learning community that focuses on rigorous, TEKS embedded, and technology enhanced instruction with real world experiences to prepare students for high school with the skills needed to graduate in 4 years

# Judson ISD Values

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

MMS serves a diverse group of students. Total number of students is 975. The demographic breakdown includes: African American: 284-29%, Asian: 14-1%, Hispanic: 545-56%, Native American: 8-1%, White: 95-10% and Other: 28-3%. Teachers and staff embrace the diversity by treating students with respect.

### Demographics Strengths

- The campus demographics represent a truly diverse population with 53% Hispanic, 30% Black/African-American, 10% White, 3% Two or more races, 1% asian, and small percentages of Native American and Pacific Islanders.
- Ongoing counseling groups to address the emotional and social needs of students.
- English Language Learners have increased their performance in all tested subjects, campus wide. Assessments available to compare from TAPR reports: 6th grade reading increased from 58% to 62%, 7th grade writing increased from 31% to 50%, 8th grade reading increased from 59% to 70%, and 8th grade science increased from 35% to 62%.

### Demographics Needs

- Priority #1 – Increase teacher retention rates (Title I Funds)
  - Strategy #1 – Seek out opportunities for counselors and administrators to learn more about purposeful scheduling so as to decrease student/teacher ratios
  - Strategy#2- Support teacher efforts by increasing classroom visits and professional recognitions.
- Priority #2 – Increase parent educational opportunities (Title I Funds)

- Strategy#1- Provide frequent classes for parents focused on preparing students for high school and college and career readiness. Provide light refreshments and parent resources at each class.
- Strategy #2 – Use a more inviting format for parent invitations to increase parent participation at school-wide events.
- Strategy#3 – Translate all parent communication to Spanish.

Priority #3 - Increase the percentage of ESL certified teachers (Title 1 funds)

Strategy #1 - Seek out opportunities for teachers to learn more about instructional strategies for ELL learners.

Strategy #2-Collaborate with the ELL department regarding training opportunities for teachers.

## Student Achievement

### Student Achievement Summary

Under the state accountability system, Metzger has earned a *Met Standard* rating from the TEA for the third year in a row. Metzger students earned an Index Score of 77 in the Student Achievement category, an increase of 9 points over last year. In the Student Progress category, Metzger students earned an Index Score of 41, an increase of 7 points over previous year. Metzger students earned an Index Score of 46 (increase of 14) in the Closing Performance Gaps category and an Index Score of 40 (increase of 10) in the Post-secondary Readiness category. Metzger Middle School earned 2 Distinctions: “Top 25 Percent Student Progress” and “Top 25 Percent Closing the Performance Gap.” The campus did not meet state safeguards with special education students in reading or overall and all sub-populations in social studies.

### Student Achievement Strengths

The Reading scores at MMS have increased from 71% to 81% in the all student category, over the past 4 years, based on STAAR data.

The Writing scores at MMS have increased from 60% to 68% in the Eco Dis category, over the past 4 years, based on STAAR data.

### Student Achievement Needs

- Increase the number of students scoring at the Advanced Level III category on state assessments in all content areas.
  - Increase the number of students performing at the Satisfactory Level II category on the state assessment, in mathematics
  - Improve the quality of instruction in the mathematics classrooms from procedural to conceptual
  - Provided targeted mathematics interventions based on longitudinal analysis of CBA and STAAR data
  - Provide mathematics professional development for RTI math teachers to improve the quality of instruction in the RTI mathematics classrooms.
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- Increase the number of ELL students meeting exit criteria in 6-8 ESL.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Structures are in place to promote grade level and/or department collaboration. Use of the Professional Learning Community and Reflective Practice Model has increased. The campus continues to increase the opportunities for student participation in extra-curricular activities: athletics, band, orchestra.

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

- The campus has increased opportunities for collaboration, input, and training. Campus administration continues to seek and implement programs and ideas with evidence of proven success.
- The percentage of discipline incidents by race and ethnicity (50% Hispanic, 33% Black, 15% White) closely mirrors our demographics (53% Hispanic, 30% Black, 10% White).

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

The following identified needs will help improve the culture and climate for students and staff:

- Adopt and consistently implement an effective Anti-Bullying curriculum to promote student safety and belonging
- Adopt and consistently implement a student reward system to promote positive student behavior and high academic achievement among all students
- Establish a discipline committee to design a campus discipline plan

Reduce office referrals by providing ongoing professional development for all staff in the area of building positive relationships with students and parents.

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

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

Systems are in place to build instructional capacity and support continuous improvement for all staff through collaborative planning.

Ongoing campus-based staff development is evident under the direction of the Campus Administrators, Academic Dean and Instructional Coaches.

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

100% of the professional and paraprofessional staff are considered to be “Highly Effective” under NCLB. Teachers regularly participate in a variety of campus, District, and state trainings.

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

The following identified needs will help improve staff quality and professional development for all staff:

- Develop a campus mentoring and induction program for 1<sup>st</sup> year teachers and teachers new to Metzger Middle School
- Design feedback dialogues to assess and monitor teachers’ implementation of new learning from professional development

Adopt a coaching model to support struggling teachers working with high need students



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

### **Curriculum, Instruction, and Assessment Summary**

Student performance on state assessments continues to improve in most subject areas and sub-populations. Metzger continues to implement the 3 Essential Instructional Systems: Vertical Alignment, Collaborative Planning, and Reflective Practice model in order to ensure alignment of curriculum, instruction, and local assessments. Staff members continue to attend Kilgo Data Driven Decisions training to analyze local and state data and make curricular and instructional changes to address weaknesses. The instructional support team (e. g., Academic Dean, Instructional Coaches) provides mentoring, feedback, and professional development in areas of greatest need.

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

- Teachers are meeting regularly during a common planning time to design assessments and lessons.
- Teachers meet regularly to analyze data and student work in order to drive instructional decisions.
- The instructional support team (e. g., Academic Dean, Instructional Coaches) provides mentoring, feedback, and leadership.

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

Priority #1: Continued professional development on gradual release of responsibility lesson design, FRAMES, and Close Reading.

- Strategy #1: Present workshops on gradual release model and differentiation in August.
- Strategy #2: Closer monitoring of campus alignment of common assessments and lessons to TEKS by Instructional Coaches, Academic Dean, and Assistant Principals

## **Family and Community Involvement**

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

Parental involvement continues to be an area of concern, and additional efforts will be made during the 2016-2017 school year to increase the level of parental involvement. We are incorporating Open House with our Title Night and serving dinner to help bring parents in. We have also had a parent survey both at the parent night and on the website to solicit parent feedback and find additional ways to involve our parents. We will be holding STAAR nights and other family events regarding literacy, math, science and social studies, to include the Science Fair and History Fair. Parents will be invited using the website, all calls, flyers, monthly newsletters, and personal invites. Parent conferences will also be required for all students failing each nine weeks in order to encourage stronger relationships and communication.

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

- Metzger administrative and instructional personnel are utilizing Blackboard Connect and the campus website to communicate important information to parents.
- Student activities such as choir concerts, band and orchestra performances, athletic events, and theatrical plays in the evening have been successful in drawing parents to the campus.
- Recruitment of Region 20 to provide ESL classes to parents in the community.

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

Priority #1: Increase the amount of parent involvement at the campus (Title I Funds)

- Strategy #1: Develop a marketing strategy to attract and entice parents to attend campus events
- Strategy #2: Host fun and engaging parent activities and find creative ways to embed academic information
- Strategy #3: Ensure that all communication sent home is in English and Spanish.

## **School Context and Organization**

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

Administrators, teachers and students worked well with each other. Teachers were satisfied with common planning periods. Based on recent parent surveys, parents are satisfied with school efforts to improve communication and help students academically.

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

Students feel they are being prepared for next level and have opportunities to participate in extracurricular activities.

Teachers have freedom to design their own local common assessments and resource is available through TEKS Resource System.

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

Priority #1: Move advisory time to before first period and be used to help struggling students and offer RtI.

- Strategy #1: Redesign master schedule to include advisory period and hand schedule RtI students and students not successful on STAAR into particular content teacher's class
- Strategy #2: Coaches and Academic Dean will work with math and reading teachers to develop acceleration lessons for advisory class

Priority #2: Create a campus wide discipline plan that begins with clear expectations and procedures for both the classroom and when students receive an office referral.

- Strategy #1: Administration will select a discipline plan to implement campus wide
- Strategy #2: Administration will train teachers on implementation of the discipline plan during August staff development

# Technology

## Technology Summary

MMS has more computer access than ever before for students, to include two satellite labs, one library lab, and three chromebook carts. The RTI teachers also have chromebooks for use in their classrooms. Students are utilizing the chromebooks or lab for math assignments, reading and writing, and science and social studies research. We are also increasing technology use through the incorporation of various programs, including Istation, Think Through Math, Stride, and All in Learning. All in learning will also be used to provide immediate feedback regarding instructional needs.

## Technology Strengths

- Metzger students in grade 8 continue to score above average on the Technology State Assessment.
- The campus has offered to pilot a variety of hardware and software components to increase student engagement and effectiveness of instructional delivery: Nooks are in use in the reading classes and math RtI classes and Nooks are available through the library and can be used to access the Bexar Biotech digital library.

## Technology Needs

Priority #1 – Provide training for teachers in the area of instructional technology

- Strategy #1 – Provide a survey to determine what teachers' technology training needs are.
- Strategy #2 – Have Library Media specialist and other staff offer workshops before and after school and PD during campus staff development days

Priority #2 – Ensure that teachers have access and understand how to use the online resources that came with textbook adoptions

- Strategy #1 – Work with technology department and C and I to get every teacher access
- Strategy #2 – Conduct trainings within departments on how to imbed online textbook resources into daily lessons and homework

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

#### **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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals








## Goal 1: To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 1:** The passing percentage will increase at least 10 points from 40% for all students meeting the Satisfactory or Advanced performance standard on the 2017 STAAR Social Studies, and the passing percentage will increase at least 10 points in all Sub-populations on 2017 STAAR Social Studies.

**Evaluation Data Source(s) 1:** At least 50% of Metzger students will meet the Satisfactory or Advanced performance standard on the 2017 STAAR Social Studies, and data will reflect a 10 point increase in Satisfactory performance standard across all sub-populations on 2017 STAAR Social Studies.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will produce and use well-organized interactive journals</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Social Studies Teachers, Social Studies Department chair	Visible in classroom walk-throughs, Documented in detailed weekly lesson plans, Student published work				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) All 8th grade teachers will be trained in S3 Strategies Social Studies training for the 8th grade STAAR test.</p>	4	8th grade Social Studies Teachers, Department Chair, Assistant Principal	Sign-in sheets, lesson plans, walkthroughs, 2017 assessment data				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) Develop a Professional Learning Community by implementing 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.</p>	4	Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs				

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Targeted tutoring for students at risk of failing Reading, Math, Writing, Science, and Social Studies STAAR tests, including migrant and McKinney Vento students.</p>	2, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers	Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results				
Funding Sources: 211-7 - Title I - \$2,000.00, 171-7 State Compensatory Education - \$10,000.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Teachers will implement close reading strategies using resources such as adopted text book and other resources after receiving training from Academic Leaders specifically targeting annotation strategies and the use of anchor charts and vocabulary for all students, to include ESL students and our special education.</p>	2, 9	Academic Dean, Instructional Coach, Department Chair	Student Journals, Walk-throughs, Lesson plans				
Funding Sources: 171-7 State Compensatory Education - \$7,500.00							
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							












**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 2:** The percentage will increase at least 5 points from 70% for all students meeting the Satisfactory or Advanced performance standard on 2017 STAAR Reading, the passing percentage of all LEP students meeting the Satisfactory or Advanced performance standard will increase at least 10 points, and the percentage of special education students meeting satisfactory level on the 2017 STAAR reading test will increase by 10 points in grades 6-8.

**Evaluation Data Source(s) 2:** At least 75% of Metzger students will meet the Satisfactory or Advanced performance standard on 2017 STAAR Reading; at least 65% of Metzger LEP students; and percentage of students meeting satisfactory level on STAAR will increase to 44% at 6th grade, 28% at 7th grade, and 59% at 8th grade will meet the Satisfactory or Advanced performance standard on the first administration of 2017 STAAR Reading.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>1) Provide professional development and send teachers to district PD offerings on incorporate the Reader's Workshop instructional model in all grade levels, including our Special education, ESL, migrant and McKinney Vento students.</p>	2, 3, 4	Principal, Assistant Principal, Content teachers RTI Coach Academic Dean	Classroom observations Formal and Summative assessments CBA Data STAAR Data				
<p>2) Professional Learning Communities by implementing 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.</p>	2, 4, 8	Principal, Assistant Principal, Academic Dean, Instructional Coach, Reading Department Chair, Reading Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>3) Targeted tutoring for students at risk of failing STAAR test, including all McKinney Vento and migrant.</p>	2, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers	Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results, report cards				
Funding Sources: 211-7 - Title I - \$9,100.00, 171-7 State Compensatory Education - \$7,430.00							

<p>4) Implement RtI, utilizing Focused Reading Intervention (TCM) and IStation, a web based assessment and learning systems, to quickly and accurately identify the level of content mastery and offer interventions, including implementation of an ELL RTI classroom.</p>	<p>8, 9, 10</p>	<p>Principal, Assistant Principal, Academic Dean, Instructional Coaches, Reading Department Chair, Reading Teachers</p>	<p>BOY, MOY, and EOY 2016-2017 Universal Screening Data; 2017 Grades 6-8 Reading STAAR; Unit Assessments through Eduphoria and All in Learning; Formative Assessments in classroom</p>				
<p><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Increase the frequency of checks for understanding by General Education and Special Education teachers through a supportive teaching, parallel teaching, and team teaching co-teach model; co-teachers will also keep an interactive reading journal to serve as a model for special education students.</p>	<p>2, 9, 10</p>	<p>Principal, Assistant Principal, Instructional Coach, General Education Teacher, Special Education Teacher, Para-Educator, Special Education Department Chair</p>	<p>CBA Assessments, IPR Reports, Work Samples, Unit Assessments through Eduphoria, Formative Assessments, Collaborative Planning/Lesson Plans</p>				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Teachers will implement close reading strategies using resources such as adopted text book and scholastic magazines after receiving training from Academic Leaders specifically targeting annotation strategies and the use of anchor charts and vocabulary for all students, to include ESL students and our special education students.</p>	<p>2, 9</p>	<p>Academic Dean, Instructional Coach, Department Chair</p>	<p>Student Journals, Walk-thoroughs, Lesson Plans</p>				
<p><b>State System Safeguard Strategy</b></p> <p>7) Professional Development will be provided for ESL Teacher and Sheltered Team from district ELL team and the ESL teacher will receive additional training in the form of a book study (Academic Conversations) and the TESOL conference.</p>	<p>1, 2, 4, 9</p>	<p>ELL District Specialist and Coordinators, Campus Administrators, ESL Teacher</p>	<p>Sign-in sheets, Classroom Walk-throughs, Student Work, CBA Data, STAAR 2017 Data</p>				
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							








**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 3:** The percentage of students meeting the Satisfactory or Advanced performance standard on the first administration of the 2017 STAAR Math will increase at least 7 percentage points for all students over the 2016 STAAR administration, and The percentage of Special Education students meeting the Satisfactory or Advanced performance standard will increase at least 10 points over 2016 results on 2017 STAAR Math in all grades.

**Evaluation Data Source(s) 3:** At least 70% of Metzger students will meet the Satisfactory or Advanced performance standard on the first administration of the 2017 STAAR Math, and at least 40% of Metzger Special Education students will meet the Satisfactory or Advanced performance standard on 2017 STAAR Math in all grades.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement RtI, utilizing Focused Mathematics Intervention (TCM), Think Through Math and Stride Academy, web based assessment and learning systems, to quickly and accurately identify the level of content mastery and offer interventions.	9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Math Department Chair, Math Teachers	BOY, MOY, and EOY 2016-2017 Universal Screening Data; 2017 Grades 6-8 Math STAAR; Unit Assessments through Eduphoria and All in Learning; Formative Assessments in classroom				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> 2) Increase the frequency of checks for understanding by General Education and Special Education teachers through a supportive teaching, parallel teaching, and team teaching co-teach model; co-teachers will also keep an interactive math journal to serve as a model for special education students.	9, 10	Principal, Assistant Principal, Instructional Coach, General Education Teacher, Special Education Teacher, Para-Educator, Special Education Department Chair	CBA Assessments, IPR Reports, Work Samples, Unit Assessments through Eduphoria, Formative Assessments, Collaborative Planning/Lesson Plans				



3) Implement 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.	2, 4, 8	Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs			
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> 4) Targeted tutoring for students at risk of failing STAAR test and those struggling, including McKinney Vento and migrant.	2, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers	Sign-in sheets, Tutoring lesson plans, report cards, 2017 STAAR Results			
Funding Sources: 211-7 - Title I - \$1,270.00, 171-7 State Compensatory Education - \$9,250.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 4:** The passing percentage will increase at least 10 points from 65% to 75% for all 7th grade students and 22 points from 8% to 30% for LEP students on the 2017 STAAR Writing Assessment, and The passing percentage will increase at least 12 points for all Special Education students on 2017 STAAR Writing from 18% to 30%.

**Evaluation Data Source(s) 4:** Metzger students will achieve mastery by increasing passing percentage by 10% in each of the reporting categories, 1:Composition, 2: Revision, 3: Editing on 2017 STAAR Writing, and at least 30% of Metzger Special Education students will meet the Satisfactory performance standard on 2017 STAAR Writing in Grade 7.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Teachers will attend Barry Lane's Discovery Writing Workshop, the Writing Cadre sessions with Jeff Anderson, and other campus and district professional development sessions to gain strategies for better implementing Writer's Workshop.	4, 5	Principal, Assistant Principal,  Academic Dean,  English Department Chair,  ELA Teachers	Weekly lesson plans, Weekly teacher-student conferences, Increase in student grades (including IPR averages), Increase in informal and formal assessment performance (final draft data: tracked each six weeks), Students practice calibration with score point 4 essays & STAAR writing rubrics,				
Funding Sources: 199-7 -General Operating - \$1,673.00							
2) Train teachers on how assess student compositions and improve score point 4s on written compositions through strategies that encourage risk-taking in the compositions.	3, 4	Assistant Principal  Academic Dean  English Department Chair  ELA Teachers	Weekly Lesson plans, classroom walk-throughs, common assessment data, 2017 STAAR results				




3) Develop a Professional Learning Community by implementing 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.	4, 8	Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs				
4) Targeted tutoring for students at risk of failing STAAR test.	2, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers	Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results				
Funding Sources: 211-7 - Title I - \$1,400.00, 171-7 State Compensatory Education - \$2,500.00							
5) ELL students utilize academic vocabulary journals by proficiency level to increase language in writing.	9	ESL Teacher, Administration, Instructional Coach,	Classroom Walk-throughs, student writing products, student journals, STAAR 2017 data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 5:** The passing percentage will increase from 78% to 81% for all students and a 10 point increase within each sub-population meeting the Satisfactory or Advanced performance standard on 2017 STAAR Science, and The passing percentage will increase 5 points from 68% for all students in Reporting Category 3 (Earth and Space) on the first administration of 2017 STAAR Science.

**Evaluation Data Source(s) 5:** At least 81% of Metzger students will meet the Satisfactory or Advanced performance standard on 2017 STAAR Science, and Metzger students will demonstrate learning by selecting at least 73% of the correct answer choices within Reporting Category 3 on 2017 STAAR Science.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase attention to the needs of individual Special Education students and increase the frequency of checks for understanding by providing instructional delivery from General Education and Special Education teachers using a supportive teaching, parallel teaching, and team teaching co-teach model; all co-teachers will keep an interactive science journal to serve as model for special education students.	8, 9	Principal, Assistant Principal, Academic Dean, General Education Teacher, Special Education Teacher, Special Education Dept. Chair, Para-Educator, Instructional Coach,	Classroom Walkthroughs, Unit Assessment, Work Samples, IPR Reports, Report Cards, 2017 STAAR Assessment				
2) Develop Professional Learning Community Implement 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.	2, 4, 8	Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs				
3) Targeted tutoring for students at risk of failing Science STAAR test for all students, including migrant and McKinney Vento students.	2, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches, Teachers	Sign-in sheets, Tutoring lesson plans, 2017 STAAR Results				
Funding Sources: 211-7 - Title I - \$750.00, 171-7 State Compensatory Education - \$400.00							

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









**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 6:** Increase attendance rate by 1 percentage point from 95.6 % to 96.6%.

**Evaluation Data Source(s) 6:** Review attendance rate at end of 2016-2017 school year as well as distinction designation data reports.

**Summative Evaluation 6:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will utilize attendance tracking sheets, schedule parent conferences, and create Individual Attendance Plans for students that have poor attendance.	1, 2, 6	Principal, Assistant Principals, Teachers	Increase in daily attendance rate,				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 7:** Increase parent involvement at the campus by 10% over 2015-2016 school year.

**Evaluation Data Source(s) 7:** Review sign-in sheets from Parent Nights, Coffee with the Counselors, and other parent involvement activities to determine percent increase.

**Summative Evaluation 7:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Title I Parent Night to receive overview of the Title I program at the campus, campus rating, STAAR data, parental rights, and opportunities for parent involvement.	6, 10	Principal, Academic Dean, Assistant Principals	Sign-in sheets, powerpoint, agenda.				
				Funding Sources: 211-7 - Title I - \$250.00			
2) Offer a variety of opportunities for parents to be involved at the campus on different dates and at different times: Coffee with the Counselors, Million Father March, Academic Nights for Core Content Areas, PTO, volunteering at campus.	6	Principal, Assistant Principals, Academic Dean	Sign-in sheets, volunteer numbers, PTO Membership				
				Funding Sources: 211-7 - Title I - \$230.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on Reading, Math, Writing, Science, and Social Studies STAAR and prepare students for higher education and workforce readiness

**Performance Objective 8:** 100% of students will assess in the "Healthy Fitness Zone" on the Fitness Gram by the end of the school year 2016-17.

**Evaluation Data Source(s) 8:** Student reports from the Fitness Gram indicate students are in the "Healthy Fitness Zone" for Aerobic Capacity and Body Composition.

**Summative Evaluation 8:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students are required to take 1 full credit of Physical Education classes and a health class.		Physical education teachers, administrators, counselors	Master schedule, student transcripts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: 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:** Utilize a data-driven process to ensure that campus funds are spent in a timely and effective manner that aligns with the Campus Needs Assessment as measured through quarterly checks and monthly budget reviews.

**Evaluation Data Source(s) 1:** Balanced quarterly monitoring sheet and balanced campus budget for the 2016-2017 school year.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Development of the 2016-2017 annual budget based on the Comprehensive Needs Assessment, student performance data, and professional development needs.	1, 2, 4, 8	Principal	Quarterly monitoring sheets				
		Asst. Principal	2016-2017 campus budget				
		Title I Coordinator					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 2:** 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 2:** Available funds will be used to address professional development needs that align and support the Performance Objectives under Goal 1 of the Campus Improvement Plan.

**Evaluation Data Source(s) 2:** At least 75% of Metzger Teachers and Administrators will participate in one or more professional development opportunity by the end of the 2016-2017 school year as measured by staff professional development sign in sheets, campus professional development plan, and teacher workshop documentation.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All professional staff will participate in Lead4Ward's STAAR4Ward program to learn how to desegregate data from local, district, and state assessments and to target instruction to address gaps during the instructional planning process during the 2016-2017 school year.	2, 4, 8	Principal	Workshop registration				
		Assistant Principal	Classroom walk-throughs				
		Academic Dean	PLC and Collaborative Planning Sign-In Sheets				
		Instructional Coach	Data Analysis following each campus, district, and/or state assessment				
		Math teachers	2017 STAAR results				
		Science Teachers					
		ELA Teachers					
Funding Sources: 211-7 - Title I - \$1,520.00							





<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Money will be used for professional development to address areas requiring greatest need based on 2016 STAAR Data.</p>	1, 2, 4, 9	Principal, Assistant Principal, Academic Dean, Instructional Coaches	Workshop registration, Classroom walk-throughs, Agendas showing where training was shared during PLC meetings, Data Analysis following each campus, district, and/or state assessment, 2016 STAAR results				
Funding Sources:							
<p>3) Department Book study- Each department will choose and engage in a book study. Books will be centered around the current instructional needs of the campus.</p>	1, 2, 4	Department Chairs Principal Asst. Principal Academic Dean	Department meeting agendas, Classroom walk-throughs, Formative summative assessment results				
<p>4) SBDM will approve appropriate staff development that will improve instruction and student learning.</p>		Principal, assistant principal, academic dean	Minutes from SBDM Meeting, Professional Development plan				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							








### Goal 3: To increase employee retention and satisfaction making Judson a premier employer

**Performance Objective 1:** Metzger Instructional Leadership Team will develop an effective instructional support structure that builds teacher efficacy, increases job satisfaction, and increases employee retention as measured by employee retention rates.

**Evaluation Data Source(s) 1:** At least 80% of Metzger teachers will indicate a positive rating in the area of instructional support structure's influence on job satisfaction on the end-of-year teacher survey.

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional Leadership Team support (Academic Dean, Instructional Coaches)	4, 5	Principal, Assistant Principals, Academic Dean, Counselors, Instructional Coaches; RtI Teachers	Classroom walk-throughs; Evidence of effective planning, tools, and resources in lesson plans; Collaborative planning sign-in sheets, 2017 STAAR Results				
2) Professional Development: Esped Training, Web Page Training, Sheltered Instruction Operating Protocol, Co- Teach Model training, Instructional Process, Response to Intervention training, Lead4Ward, TEKS Resource System, All in Learning.	2, 4, 5, 9	Principal, Assistant Principals, and Academic Dean	Classroom walk-throughs Teacher Retention Increased Teacher Morale Increased STAAR Scores				
3) Develop a Professional Learning Community by implementing 3 essential systems: Vertical Alignment, Collaborative Planning, and Reflective Practice Model (RPM) to increase teacher collaboration.	4, 5	Principal Assistant Principal Academic Dean Instructional Coach	Sign-in sheets from PLC, RPM, and Collaborative Planning; Weekly lesson plans; and Campus Walk-Throughs				
4) Teacher Mentor Program for new teachers and experienced teachers new to Metzger Middle School	2, 4, 5	Principal, Lead Mentor Teacher Assistant Principals, Academic Dean	Teacher Retention, Improved STAAR Scores				

<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>  CSF 1 CSF 7</p> <p>5) Professional development for all teachers using Texas Gateway for ELPS training to address the academic needs of ESL/ELL learners.</p>	1, 2, 4, 9	Principal, Assistant Principals, Academic Dean, Instructional Coaches, ESL department, Professional development coordinator	Student journals, Teacher lesson plans, common assessments, TELPAS, STAAR assessments				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>  CSF 1 CSF 7</p> <p>6) Provide weekly training for special education staff regarding research based teaching strategies, IEP development, and co-teach, to include strategies shared at district level meetings such as close reading.</p>	1, 2, 4, 9	Principal, Assistant Principals, Academic Dean, Instructional Coaches, Department heads, Special Education coordinator	Staff sign in, common assessments, STAAR tests, student journals				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							










**Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**Performance Objective 1:** Incidents involving violence and bullying will decrease by 10 percentage points over the 2015-2016 school year.

**Evaluation Data Source(s) 1:** Student discipline reports

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will increase visibility in hallways and classrooms.		Principal, Assistant Principals	Decrease in the number referrals or visits to counselors as a result of violent offenses and bullying.				
2) Administrators will hold assemblies at the beginning of the year and at times throughout the year to address and re-visit campus expectations with all students.		Principal, assistant principals	Decrease in the number referrals or visits to counselors as a result of violent offenses and bullying.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will produce and use well-organized interactive journals
1	1	2	All 8th grade teachers will be trained in S3 Strategies Social Studies training for the 8th grade STAAR test.
1	1	3	Develop a Professional Learning Community by implementing 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning.
1	1	4	Targeted tutoring for students at risk of failing Reading, Math, Writing, Science, and Social Studies STAAR tests, including migrant and McKinney Vento students.
1	1	5	Teachers will implement close reading strategies using resources such as adopted text book and other resources after receiving training from Academic Leaders specifically targeting annotation strategies and the use of anchor charts and vocabulary for all students, to include ESL students and our special education.
1	2	1	Provide professional development and send teachers to district PD offerings on incorporate the Reader's Workshop instructional model in all grade levels, including our Special education, ESL, migrant and McKinney Vento students.
1	2	3	Targeted tutoring for students at risk of failing STAAR test, including all McKinney Vento and migrant.
1	2	5	Increase the frequency of checks for understanding by General Education and Special Education teachers through a supportive teaching, parallel teaching, and team teaching co-teach model; co-teachers will also keep an interactive reading journal to serve as a model for special education students.
1	2	6	Teachers will implement close reading strategies using resources such as adopted text book and scholastic magazines after receiving training from Academic Leaders specifically targeting annotation strategies and the use of anchor charts and vocabulary for all students, to include ESL students and our special education students.
1	2	7	Professional Development will be provided for ESL Teacher and Sheltered Team from district ELL team and the ESL teacher will receive additional training in the form of a book study (Academic Conversations) and the TESOL conference.
1	3	2	Increase the frequency of checks for understanding by General Education and Special Education teachers through a supportive teaching, parallel teaching, and team teaching co-teach model; co-teachers will also keep an interactive math journal to serve as a model for special education students.
1	3	4	Targeted tutoring for students at risk of failing STAAR test and those struggling, including McKinney Vento and migrant.
3	1	5	Professional development for all teachers using Texas Gateway for ELPS training to address the academic needs of ESL/ELL learners.
3	1	6	Provide weekly training for special education staff regarding research based teaching strategies, IEP development, and co-teach, to include strategies shared at district level meetings such as close reading.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide professional development and send teachers to district PD offerings on incorporate the Reader's Workshop instructional model in all grade levels, including our Special education, ESL, migrant and McKinney Vento students.
1	2	3	Targeted tutoring for students at risk of failing STAAR test, including all McKinney Vento and migrant.
1	2	6	Teachers will implement close reading strategies using resources such as adopted text book and scholastic magazines after receiving training from Academic Leaders specifically targeting annotation strategies and the use of anchor charts and vocabulary for all students, to include ESL students and our special education students.
1	3	2	Increase the frequency of checks for understanding by General Education and Special Education teachers through a supportive teaching, parallel teaching, and team teaching co-teach model; co-teachers will also keep an interactive math journal to serve as a model for special education students.
1	3	4	Targeted tutoring for students at risk of failing STAAR test and those struggling, including McKinney Vento and migrant.
3	1	5	Professional development for all teachers using Texas Gateway for ELPS training to address the academic needs of ESL/ELL learners.
3	1	6	Provide weekly training for special education staff regarding research based teaching strategies, IEP development, and co-teach, to include strategies shared at district level meetings such as close reading.

# State Compensatory

## Budget for Metzger Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
171-7-11-044-24-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,500.00
171-7-11-044-30-6118	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,430.00
171-7-11-044-30-6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$400.00
171-7-13-044-30-6118	6121 Extra Duty Pay/Overtime - Support Personnel	\$750.00
171-7-21-044-30-6118	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,000.00
<b>6100 Subtotal:</b>		<b>\$24,080.00</b>
<b>6300 Supplies and Services</b>		
171-7-11-044-30-6329	6329 Reading Materials	\$7,500.00
171-7-11-044-30-6399	6399 General Supplies	\$7,500.00
<b>6300 Subtotal:</b>		<b>\$15,000.00</b>
<b>6400 Other Operating Costs</b>		
171-7-11-044-30-6494	6494 Reclassified Transportation Expenses	\$2,500.00
<b>6400 Subtotal:</b>		<b>\$2,500.00</b>

**Personnel for Metzger Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Jones	RtI Teacher	SCE	1
Christin Spears	RtI Instructional Coach	SCE	1
Ernestine Perez	RtI Instructional Coach	SCE	1
George Cabaza	RtI Teacher	SCE	1
Myrna Briseno	RtI Teacher	SCE	1
Roberta Couch	RtI Teacher	SCE	1
Vacant	RtI Teacher	SCE	1

# 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**

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

N/A

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Correa	Academic Dean	Title 1	1
Traci Williams	RTI Teacher	Title 1	1



## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracey Valree	Principal
Assistant Principal	Christopher Guastella	Assistant Principal
Classroom Teacher	Melinda Canupp	Teacher
Classroom Teacher	Ronnie Folk	Teacher
Classroom Teacher	Laura Lopez	Teacher
Classroom Teacher	Tashai Pogue	Teacher
Classroom Teacher	John Robertson	Band Director
District-level Professional	Patricia Baker	Dyslexia Coordinator
Non-classroom Professional	Cynthia Correa	Academic Dean
Non-classroom Professional	Barbara Meade	Counselor
Non-classroom Professional	John Mueller	Professional Staff
Parent	John Rogers	Parent

# Campus Funding Summary

<b>199-7 -General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$1,673.00
<b>Sub-Total</b>					<b>\$1,673.00</b>
<b>171-7 State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Resources & Tutors	6118	\$10,000.00
1	1	5	Reading Materials & Tutors		\$7,500.00
1	2	3	Transportation & Tutors		\$7,430.00
1	3	4	Resources & Tutors		\$9,250.00
1	4	4	Resources & Tutors		\$2,500.00
1	5	3	Resources & Tutors		\$400.00
<b>Sub-Total</b>					<b>\$37,080.00</b>
<b>211-7 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Transportation & Tutors	6118	\$2,000.00
1	2	3	Transportation & Tutors		\$9,100.00
1	3	4	Resources & Tutors	Enter Account Code (Optional)0	\$1,270.00
1	4	4	Resources & Tutors		\$1,400.00
1	5	3	Resources & Tutors		\$750.00
1	7	1	Light Refreshments for Parent Involvement Night only for academic nights		\$250.00
1	7	2	light refreshments only for academic nights		\$230.00
2	2	1			\$1,520.00
<b>Sub-Total</b>					<b>\$16,520.00</b>
<b>171-6 State Compensatory Education</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199-6-General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>211-6 Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$55,273.00