

**Judson Independent School District**  
**Metzger Middle School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# 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 safe place for students, staff and our community to learn.

# Vision

## *Judson Independent School District Vision*

*We are Judson Strong!*

## *Henry Metzger Middle School Vision*

*Motto: Transformers...Going Beyond Your Form...No Sacrifice, No Victory!*

# 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

Metzger Middle School is a Title I, urban middle school that serves a total population of 935 students. A summary of the demographics for Metzger indicate that the school demographics show African American: 289 31%, Asian: 11 1%, Hispanic: 508 54%, Native American: 6 1%, White: 93 10%, Other: 27 3%, Teachers and staff demographics are aligned with the diversity of the student body with the exception of the Hispanic staff ratios. We currently offer the following special programs: Gifted and talented: LEP: ESL: Special Education: 504: Economically Disadvantaged: At-Risk: Career and Technology: \*Attendance: Dropout

### Demographics Strengths

The demographic strengths include: Continue to hire certified teachers that are aligned to the demographic needs of the campus. Continue to provide student and parental educational activities that promote school demographics and diversity.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Parents that speak a language other than English do not attend school-wide events. **Root Cause:** The school currently does not have structures set up to communicate campus-wide events in the parent's native language other than English.

**Problem Statement 2:** The school does not have a targeted instructional plan that addresses the academic needs of the campus. **Root Cause:** Due to high teacher retention, newer teachers to the campus do not have the knowledge base to differentiate their teaching to the diverse learners.

## Student Academic Achievement

### Student Academic Achievement Summary

- The 8<sup>th</sup> grade Math scores have increased from 52% in March, 2016 to 63% in March, 2017 for all students as shown on the first administration STAAR scores.
- The 8<sup>th</sup> grade Math scores have increased from 47% to 61% in the Eco Dis student group and from 53% to 67% in the African American student group from the previous year's STAAR scores.

### Student Academic Achievement Strengths

- Continue to increase the number of students scoring at the Advanced Level III category on state assessments in Reading, Math, Algebra I and all Pre-AP content areas by integrating targeted lessons in Math, Reading, Writing, Science and Social Studies during Advisory period.
- Increase the total number of Talented and Gifted (TAG) students on campus while increasing the number of students performing at the Advanced Level III category on the state assessment, in Math and Reading.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Special Education students 8th grades have a 31% passing rate in Reading and a 23% passing rate in Math on the STAAR assessments. **Root Cause:** The number of special education students have increased from the 2015-2016 to current but the number of special education teachers has not. This causes the inclusion and resource classroom enrollment numbers to increase resulting in less time students spend with their special education teacher.

## School Processes & Programs

### School Processes & Programs Summary

- Department lead teachers attend a Campus Leader's Retreat to promote collegiality and collaboration.
- Professional development is delivered by master teachers.
- New Teacher Mentoring program is implemented to support novice teacher's teaching practices and teacher retention.
- Initiate student and staff recognition program
- Collaborative Planning
- Backwards by Design Planning
- Create Common Assessments
- PBIS

### School Processes & Programs Strengths

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

- Adopt and consistently implement an effective school-wide discipline structure to promote positive behavior and reduce bullying incidences.
- Adopt and consistently implement a mentoring program to promote positive relationships with students, staff, parents and community.
- Reduce in-school suspension (ISS), out-of-school suspensions (OSS) and DAEP placements by providing ongoing professional development for all staff in the area of building positive relationships with students and parents.
- Initiate a monthly student and staff recognition program to spotlight student and staff achievements

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The current climate and culture of the school has declined due to the increase of serious student behaviors which affected the moral of the school. **Root Cause:** The school did not have a campus-wide discipline structure that all staff and students follow.

# Perceptions

## Perceptions Summary

Campus hosted a variety of opportunities for parents to be involved: Million Father March, Meet the Teacher Night, Title I Parent Night, Fall Festival, Coffee with the Counselor, Father/Daughter Dance, Mustang Round-up, Principal for the Day, Site-Based Decision Committee.

Students that participate in extra-curricular events such as Chess club, National Junior Honor Society (NJHS) and Library helpers have the opportunity to be prepared for high-stakes testing and social interactions with their peers.

- Teachers collaborate with their departments to create common assessments based on the needs of their students.
- Parent survey was sent out during the Fall and Spring semesters to evaluate the effectiveness of the campus administrators, teacher effectiveness and student safety on campus.

## Perceptions Strengths

The following identified needs will help increase effective instructional services to our diverse student groups:

- Start a Parent Teacher Organization (PTO)
  - Initiate a monthly “Donuts with Dr. Valreel” monthly focus parent meeting to provide parents more opportunities give input and be involved in campus decisions.
  - Enhance communication with parents that speak languages other than English, both verbally and written
  - The following identified needs will help increase effective instructional services to our diverse student groups:
    - Empower campus committees an opportunity to lead campus initiatives.
    - Continue parent Fall and Spring surveys and include survey data from students in order to gather more feedback from parents and students
- Lower the number of Bullying incidences by structuring counselor’s guidance lessons to the needs of the students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** For the 2016-2017, parents do not attend many instructional or parent outreach school events that were geared towards assisting students academically and socially. **Root Cause:** Many parents have to work during the day and evening and are unable to either find transportation or they are unable to miss work.

# 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 8 points from 43% for all students meeting the Satisfactory or Advanced performance standard on the 2018 STAAR Social Studies, and the passing percentage will increase at least 5 points in all Sub-populations on 2018 STAAR Social Studies.

**Evaluation Data Source(s) 1:** At least 50% of Metzger students will meet the Satisfactory or Advanced performance standard on the 2018 STAAR Social Studies, and data will reflect a 5 point increase in Satisfactory performance standard across all sub-populations on 2018 STAAR Social Studies.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>System Safeguard Strategy</b> <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			
Funding Sources: 211-8 Title I - 3681.57						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) All 8th grade and special education teachers will be trained in S3 strategies and the campus-wide 4-step reading process for the 8th grade Social Studies STAAR test.</p>		8th grade Social Studies Department Chair, Special Education Department Chair, Assistant Principal and Principal	Sign-in sheets, lesson plans, walkthroughs, 2018 STAAR, benchmark and common assessment data			




<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Unit Assessments and Data, Lesson Plans, Walk-throughs			
<p><b>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. (Curriculum Associates and lead4ward resources and materials to be utilized)</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Teachers	Sign-in sheets, tutoring-focused lesson plans, 2018 STAAR Results			
Funding Sources: 211-8 Title I - 2000.00						
<p><b>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 textbook and other resources after receiving training from Academic Leaders specifically targeting the use of anchor charts and vocabulary for all students, to include ESL students and our special education.</p>		Academic Dean, Instructional Coach, Department Chair, Assistant Principal and Principal	Student Journals, Walk-throughs, Lesson plans, Student Conference forms			
Funding Sources: 211-8 Title I - 0.00						
<p><b>System Safeguard Strategy</b></p> <p>6) Teachers will implement cross-curricular strategies and structures to ensure transfer of learning is occurring between different curriculum. Instructional leaders will specifically target professional development opportunities for teachers to learn how to collaboratively plan cross-curricular lessons.</p>		Department Chair, Academic Dean, Instructional Coach, Assistant Principal and Principal.	Lesson plans, walk-throughs, common assessments, STAAR benchmark, professional development sign-in sheets and agenda			
<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 2:** The percentage will increase at least 9 points from 61% for all students meeting the Satisfactory or Advanced performance standard on 2018 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 2018 STAAR reading test will increase by 10 points in grades 6-8.

**Evaluation Data Source(s) 2:** At least 70% of Metzger students will meet the Satisfactory or Advanced performance standard on 2018 STAAR Reading; at least 60% of Metzger LEP students; and percentage of students meeting satisfactory level on STAAR will increase to 65% at 6th grade, 70% at 7th grade, and 75% at 8th grade will meet the Satisfactory or Advanced performance standard on the first administration of 2018 STAAR Reading.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>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>		Principal, Assistant Principal, Instructional coach, Department Chair and Academic Dean	Walk throughs, common assessments, STAAR benchmark and lesson plans			
<p>2) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Reading Department Chair, Reading Teachers	Sign-in sheets, common assessments, STAAR benchmark, Lesson Plans and Walk-throughs			
<p><b>System Safeguard Strategy</b></p> <p>3) Targeted tutoring for students at risk of failing STAAR test, including all McKinney Vento, special education, LEP/ELL and migrant including purchase of intervention resources such as Mentoring Minds or another research based program.</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Teachers, Special Education department chair, ESL teachers	Sign-in sheets, Tutoring lesson plans, 2018 STAAR Results, Instructional sweeps			
Funding Sources: 211-8 Title I - 2000.00, 171-8 State Comp Ed - 7500.00						

<p><b>System Safeguard Strategy</b></p> <p>4) Implement and design RtI lessons, utilizing TEKS Resource System, and iStation to plan lessons based on the identification of the level of content mastery.</p>		<p>Principal, Assistant Principal, Academic Dean, Instructional Coach, Reading Department Chair, RtI Reading Teachers</p>	<p>Lesson plans, BOY, MOY, and EOY 2017-2018 Universal Screening Data; 2017-2018 Reading grades 6-8, common assessments, STAAR benchmark assessments</p>			
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>5) Increase the co-teaching opportunities for General Education and Special Education teachers through parallel teaching and team teaching using the co-teach model; co-teachers will also develop and keep an interactive reading journal to serve as a model for special education students.</p>		<p>Principal, Assistant Principal, Instructional Coach, General Education Teacher, Special Education Teacher, Special Education and Reading Department Chair</p>	<p>Collaborative Planning, Lesson Plans, professional development agenda, sign-in sheets, lead4ward planning guides</p>			
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>6) Teachers will implement close reading strategies and Reader's Workshop strategies and models using resources such as adopted textbook and other resources after receiving training from Academic Leaders specifically targeting the use of anchor charts and vocabulary for all students, to include ESL students, McKinney Vento and our special education.</p>		<p>Principal, Assistant Principal, Academic Dean, Instructional Coach, Department Chair</p>	<p>Student Journals, Walk-thoroughs, Lesson Plans, Student Conference forms</p>			
<p><b>System Safeguard Strategy</b></p> <p>7) Professional Development will be provided for content area teachers, ESL Teachers and Sheltered Team from the district ELL department to support the academic learning of the ELL student group.</p>		<p>ELL District Specialist and Coordinators, Principal, Assistant Principal, Academic Dean, Instructional Coach and ESL Teachers</p>	<p>Sign-in sheets, Classroom Walk-throughs, Student Work Samples and Journals, Campus Data and STAAR 2018 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 2018 STAAR Math will increase at least 6 percentage points for all students over the 2017 STAAR administration, and The percentage of Special Education students meeting the Satisfactory or Advanced performance standard will increase at least 10 points over 2017 results on 2018 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 2018 STAAR Math, and at least 35% of Metzger Special Education students will meet the Satisfactory or Advanced performance standard on 2018 STAAR Math in all grades.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Implement RtI, utilizing Stride Academy, TEKS Resources and lead4ward to identify and create lessons to ensure content mastery of the TEKS.</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair and Math Teachers	BOY, MOY, and EOY 2017-2018 Universal Screening Data; 2018 Grades 6-8 Math STAAR; STAAR benchmark and common assessments.			
<p><b>System Safeguard Strategy</b></p> <p>2) Increase the co-teaching opportunities for General Education and Special Education teachers through parallel teaching and team teaching using the co-teach model; co-teachers will also develop and keep an interactive math journal to serve as a model for special education students.</p>		Principal, Assistant Principal, Instructional Coach, General Education Teacher, Special Education Teacher, Special Education Department Chair	Interactive Math Journal, Common Assessments, Collaborative Planning and Lesson Plans			
<p>3) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Math Department Chair, Math Teachers	Sign-in sheets, Common Assessments and Data, Lesson Plans, Walk-throughs			
<p><b>System Safeguard Strategy</b></p> <p>4) Targeted tutoring for students at risk of failing Math STAAR tests, including migrant and McKinney Vento students. (Curriculum Associates and lead4ward resources and materials to be utilized)</p>		Principal, Assistant Principal, Academic Dean, Instructional Coach, Teachers	Sign-in sheets, Tutoring lesson plans, report cards, 2018 STAAR Results			
Funding Sources: 211-8 Title I - 2000.00, 171-8 State Comp Ed - 7500.00						





<p><b>System Safeguard Strategy</b></p> <p>5) Provide professional development on a 4-step math problem solving process to include the campus-wide reading 4-step process and provide resources for student implementation.</p>		<p>Principal, Assistant Principal, Academic Dean and Instructional Coach</p>	<p>Sign in sheets, walk throughs, common assessments, STAAR benchmark, lesson plans and 2018 STAAR.</p>			
<p>Funding Sources: 211-8 Title I - 500.00</p>						
<p>  = 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 4:** The passing percentage will increase at least 14 percentage points from 56% to 70% for all 7th grade students and 10 percentage points from 37% to 47% for LEP students on the 2018 STAAR Writing Assessment, and The passing percentage will increase at least 14 percentage points for all Special Education students on 2018 STAAR Writing from 11% to 25%.






**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 2018 STAAR Writing, and at least 25% of Metzger Special Education students will meet the Satisfactory performance standard on 2018 STAAR Writing in Grade 7.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Teachers will attend Barry Lane's Discovery Writing Workshop, the Writing Cadre sessions with Jeff Anderson, REFEOS and other campus and district professional development sessions to gain strategies for better implementing Writer's Workshop.		Principal, Assistant Principal, Academic Dean, ELA Department Chair, ELA Teachers	Lesson plans, weekly teacher-student conferences, students practice calibration with STAAR writing rubrics, interactive writing journal			
Funding Sources: 211-8 Title I - 0.00						
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.		Principal, Assistant Principal, Academic Dean, ELA Department Chair and ELA Teachers	Lesson plans, classroom walk-throughs, common assessment data, 2018 STAAR results, interactive writing journal and student work samples			
3) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.		Principal, Assistant Principal, Academic Dean, Instructional Coach, ELA Department Chair, ELA teachers	Sign-in sheets, Common Assessments and Data, Lesson Plans, Walk-throughs			
4) Targeted writing and writing process tutoring for all students at risk of failing STAAR test, to include Special Education, ELL and McKinney Vento students.		Principal, Assistant Principal, Academic Dean, Instructional Coach, ELA and Special Education Teachers	Sign-in sheets, Tutoring lesson plans, 2018 STAAR Results, Interactive student writing journals and student work samples			
Funding Sources: 211-8 Title I - 1000.00, 171-8 State Comp Ed - 1000.00						



5) ELL students utilize academic vocabulary journals by proficiency level to increase language in writing.		ESL Teachers, Principal, Assistant Principal, Academic Dean, ELA department chair and Instructional Coach	Walk-throughs, student writing products, student journals, TELPAS 2018 data.			
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 = 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 85% for all students and a 15 point increase within each sub-population meeting the Satisfactory or Advanced performance standard on 2018 STAAR Science, and The passing percentage will increase 10 points from 55% for all students in Reporting Category 2 of 2018 STAAR Science.

**Evaluation Data Source(s) 5:** At least 81% of Metzger students will meet the Satisfactory or Advanced performance standard on 2018 STAAR Science, and students will demonstrate learning by selecting at least 65% of the correct answer choices within Reporting Category 2 on 2018 STAAR Science.

**Summative Evaluation 5:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Increase the co-teaching opportunities for General Education and Special Education teachers through parallel teaching and team teaching using the co-teach model; co-teachers will also develop and keep an interactive science journal to serve as a model for special education students.		Principal, Assistant Principal, Academic Dean, General Education Teacher, Special Education Teacher, Special Education Dept. Chair and Instructional Coach	Walkthroughs, Common Assessment, Common Assessments, Work Samples, 2018 STAAR Assessment			
2) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.		Principal, Assistant Principal, Academic Dean, Instructional Coach, Science Department Chair, Science Teachers	Sign-in sheets, Common Assessments, Lesson Plans, Walk-throughs			
Funding Sources: 211-8 Title I - 1000.00						
3) Targeted tutoring for students at risk of failing Science STAAR test for all students, including migrant and McKinney Vento students.		Principal, Assistant Principal, Academic Dean, Instructional Coach, Teachers	Sign-in sheets, Tutoring lesson plans, 2018 STAAR Results, Interactive student science journals and student work samples			
Funding Sources: 211-8 Title I - 2000.00, 171-8 State Comp Ed - 2000.00						
 = 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 2 percentage point from 95.4 % to 96.5%.

**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Campus will utilize attendance tracking sheets, schedule parent conferences, create Individual Attendance Plans, with collaboration from district attendance staff, for students that have poor attendance.		Principal, Assistant Principals, Teachers, Attendance Clerk, District Attendance Staff	Monthly student incentives, Monthly attendance rates by teacher			
	Funding Sources: 211-8 Title I - 300.00					
 = 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 7:** Increase parent involvement at the campus by 10% over 2017-2018 school year.

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

**Summative Evaluation 7:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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.		Principal, Academic Dean, Assistant Principals, Instructional Coach	Sign-in sheets, powerpoint, agenda, parent survey results			
	Funding Sources: 211-7 - Title I - 500.00					
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, Parent Conference Events and evening training with childcare, and volunteering at campus.		Principal, Assistant Principals, Academic Dean	Sign-in sheets, volunteer numbers, PTO Membership			
	Funding Sources: 211-8 Title I - 1888.00					
= 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 2017-2018.

**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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) All students are required to take 1 full credit of Physical Education classes and a health class.		Physical education teachers, Counselors, Principal, Assistant Principal, Academic Dean, Instructional Coach and PE/Health Department chair	Master schedule, student transcripts, report cards			
 = 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 2017-2018 school year.

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Development of the 2017-2018 annual budget based on the Comprehensive Needs Assessment, student performance data, and professional development needs.		Principal, Assistant Principal, Academic Dean, Instructional Coach, Lead Counselor	Quarterly monitoring sheets, 2017-2018 campus budget, Campus Improvement Team, SBCM			
 = 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:** Campus funds will be used to address professional development needs that align and support all campus Performance Objectives for the 2017-2018 school year.

**Evaluation Data Source(s) 2:** 100% of Metzger Teachers and Administrators will participate in one or more professional development opportunity by the end of the 2017-2018 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Professional staff will participate in various trainings 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 2017-2018 school year, to include Kilgo training and AIE conference and Lead4ward.</p>		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	2018 STAAR results			
		Science Teachers				
		ELA Teachers				
Funding Sources: 211-8 Title I - 5650.00						
<p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 4</p> <p>2) Money will be used for professional development to address areas requiring greatest need based on 2018 STAAR Data.</p>		Principal,	Workshop registration,			
		Assistant Principal,	Classroom walk-throughs,			
		Academic Dean,	Agendas showing where training was shared during PLC meetings,			
		Instructional Coach	Data Analysis following each campus, district, and/or state assessment,			
			2018 STAAR results			

3) Campus wide bookstudy with the books "Learning in the Fast Lane" for professional staff and an additional study with the SPED and LEP teams.		Department Chairs Principal Asst. Principal Academic Dean	Department meeting agendas, Classroom walk-throughs, Formative summative assessment results			
Funding Sources: 211-8 Title I - 1837.00						
4) SBDM will approve appropriate staff development that will improve instruction and student learning.		Principal, assistant principal, academic dean	Minutes from SBDM Meeting, Professional Development plan			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









### 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 90% 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Create a campus professional development plan to include training for 1st year and new teachers to the campus and on-going professional development during the monthly new teacher Mentoring program.		Principal, Assistant Principals, Academic Dean and Instructional Coach	Classroom walk-throughs, teacher surveys, 2018 STAAR Results (all core content areas)			
2) Provide on-going Professional Development in the areas of Esped, Sheltered Instruction, Co- Teach Model training, Lead4Ward, TEKS Resource System, All in Learning, Data analysis and collaborative planning. Provide opportunities for staff to attend outside training in areas of need as identified by ongoing data.	1, 4	Principal, Assistant Principals, Academic Dean and Instructional Coach	Classroom walk-throughs, Teacher Retention, Increased Teacher Morale (teacher surveys) and Increased STAAR Scores			
Funding Sources: 211-8 Title I - 1000.00						
3) Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.		Principal, Assistant Principal, Academic Dean and Instructional Coach	Sign-in sheets from PLC, RPM, and Collaborative Planning; Weekly lesson plans; Data meetings and Campus Walk-Throughs			
4) New Teacher Mentor Program for new teachers and experienced teachers new to Metzger Middle School		Principal, Lead Mentor Teacher Assistant Principals, Academic Dean and Instructional coach	Teacher Retention and Improved STAAR Scores 2017-2018			
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 7</p> <p>5) Professional development for all teachers using Texas Gateway for ELPS, Sheltered Instruction and Differentiation Instruction training to address the academic needs of ESL/ELL learners.</p>		Principal, Assistant Principals, Academic Dean, Instructional Coach, ESL teachers and District Professional development coordinator	Student journals, lesson plans, common assessments, TELPAS and 2017-2018 STAAR assessments			

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide weekly training for special education staff regarding research based teaching strategies such as: Reader's Workshop, Close Reading, Guided Reading, IEP development, and co-teaching, to include Writing and lead4ward strategies shared at district level meetings and trainings.</p>		<p>Principal, Assistant Principals, Academic Dean, Instructional Coach and Special Education Department Chair</p>	<p>Sign in sheets, agenda, common assessments, 2017-2018 STAAR tests and student journals</p>			
<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 5 percentage points over the 2016-2017 school year.

**Evaluation Data Source(s) 1:** Student discipline reports, PBIS Data, DAEP placements

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Administrators will increase visibility in hallways, cafeteria, bus loop, front of school and classrooms.		Principal, Assistant Principals, Counselors and Academic Dean	Decrease in the number DAEP referrals and placements and visits to counselors as a result of violent offenses and bullying.			
2) A PBIS team consisting of administration, counselor, and teachers will attend PBIS training at Region 20 and come back and train the campus staff on Year 1 PBIS procedures.	1, 2, 4	Principal, assistant principals, counselors, PBIS team	Decrease in the number discipline referrals and/or visits to counselors and DAEP as a result of violent offenses and bullying and additional strategies for school staff to implement.			
Funding Sources: 211-8 Title I - 2000.00						
3) Students will be provided and trained on use of agendas to promote goal setting and organizational skills in an effort to increase academic achievement.		Principal, Assistant Principals, Academic Dean, Teachers	Increase in students passing courses and preparation for exams and improvement in organizational and time management skills.			
Funding Sources: 211-8 Title I - 3020.43						
4) At risk social worker will provide individual and group supports to students at risk, to include events and family involvement.		Principal, At risk social worker	Increased attendance and reduced student behaviors.			
Funding Sources: 171-8 State Comp Ed - 500.00						
5) A PBIS team consisting of administration, counselor, and Administrators and staff 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 utilizing the year 1 steps of the PBIS system.		Principal, Assistant Principals, Counselors	Decrease in the number discipline referrals and/or visits to counselors and DAEP as a result of violent offenses and bullying.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

## 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 and special education teachers will be trained in S3 strategies and the campus-wide 4-step reading process for the 8th grade Social Studies STAAR test.
1	1	3	Develop a Professional Learning Community by initiating the components of the 3 Essential Instructional Systems: Vertical Alignment, Reflective Practice Model, and Collaborative Planning using lead4ward resources.
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. (Curriculum Associates and lead4ward resources and materials to be utilized)
1	1	5	Teachers will implement close reading strategies using resources such as adopted textbook and other resources after receiving training from Academic Leaders specifically targeting the use of anchor charts and vocabulary for all students, to include ESL students and our special education.
1	1	6	Teachers will implement cross-curricular strategies and structures to ensure transfer of learning is occurring between different curriculum. Instructional leaders will specifically target professional development opportunities for teachers to learn how to collaboratively plan cross-curricular lessons.
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, special education, LEP/ELL and migrant including purchase of intervention resources such as Mentoring Minds or another research based program.
1	2	4	Implement and design RtI lessons, utilizing TEKS Resource System, and iStation to plan lessons based on the identification of the level of content mastery.
1	2	5	Increase the co-teaching opportunities for General Education and Special Education teachers through parallel teaching and team teaching using the co-teach model; co-teachers will also develop and keep an interactive reading journal to serve as a model for special education students.
1	2	6	Teachers will implement close reading strategies and Reader's Workshop strategies and models using resources such as adopted textbook and other resources after receiving training from Academic Leaders specifically targeting the use of anchor charts and vocabulary for all students, to include ESL students, McKinney Vento and our special education.
1	2	7	Professional Development will be provided for content area teachers, ESL Teachers and Sheltered Team from the district ELL department to support the academic learning of the ELL student group.
1	3	1	Implement RtI, utilizing Stride Academy, TEKS Resources and lead4ward to identify and create lessons to ensure content mastery of the TEKS.

Goal	Objective	Strategy	Description
1	3	2	Increase the co-teaching opportunities for General Education and Special Education teachers through parallel teaching and team teaching using the co-teach model; co-teachers will also develop and 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 Math STAAR tests, including migrant and McKinney Vento students. (Curriculum Associates and lead4ward resources and materials to be utilized)
1	3	5	Provide professional development on a 4-step math problem solving process to include the campus-wide reading 4-step process and provide resources for student implementation.
2	2	1	Professional staff will participate in various trainings 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 2017-2018 school year, to include Kilgo training and AIE conference and Lead4ward.
3	1	5	Professional development for all teachers using Texas Gateway for ELPS, Sheltered Instruction and Differentiation Instruction 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 such as: Reader's Workshop, Close Reading, Guided Reading, IEP development, and co-teaching, to include Writing and lead4ward strategies shared at district level meetings and trainings.

# 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>
Jennifer Powell	RtI Teacher	SCE	1
Trisha Walker	At-Risk Social Worker	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**

### **1: Comprehensive Needs Assessment**

The identified needs that will help increase aligned instructional services to our diverse student groups include:

- Hire more content certified teachers in Math and Reading to address Special Education deficits in Co-Teach and general education classrooms.

Provide more parent educational and involvement opportunities for parents to promote student success and to bridge the gap between school and community.

### **2: Schoolwide Reform Strategies**

Priority #1 – Train and utilize teachers to empower them to support Math and Reading classrooms (Title I)

- Strategy #1 – Provide job-embedded Math & Reading professional development that addresses the academic needs of At-Risk students.
- Strategy#2- Support teacher development by incorporating consistent instructional focus activities during Professional Learning Communities (PLC) and weekly department meetings.

Priority #2 – Increase parent educational and involvement opportunities (Title I)

- Strategy #1 – Incorporate more parental involvement activities to increase parent participation at school-wide events.
- Strategy#2 – Have informational sessions during school-wide performances
- Strategy #3 – Host monthly forums with parents and Principal during monthly “Donuts with Dr. Valrée” sessions.

### **3: Instruction by highly qualified professional teachers**

- Department lead teachers attend a Campus Leader’s Retreat to promote collegiality and collaboration.
- Professional development is delivered by master teachers.
- New Teacher Mentoring program is implemented to support novice teacher’s teaching practices and teacher retention.
- Initiate student and staff recognition program

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

Priority #1: Continued professional development on gradual release model, differentiated instruction, common assessments, TEKS alignment and Close Reading (Title I Funds).

- Strategy #1: Present professional development on gradual release model, co-teach strategies, differentiated instruction and interactive journaling starting in August and continuing throughout the school year.
- Strategy #2: Continue to evaluate and monitor lesson plans to ensure core components are included and taught.
- Strategy #3: Develop data analysis protocols to monitor student progress on teacher created assessments, CBA, STAAR benchmark and STAAR assessments.

#### **5: Strategies to attract highly qualified teachers**

- Department lead teachers attend a Campus Leader's Retreat to promote collegiality and collaboration.
- New Teacher Mentoring program is implemented to support novice teacher's teaching practices and teacher retention.
- Initiate student and staff recognition program

#### **6: Strategies to increase parental involvement**

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

- Strategy #1: Develop opportunities to bring in local community partnerships such as local churches, retail stores and financial institutions.
- Strategy #2: Host parent events in conjunction with student performances as a way to better effectively communicate campus events.

Strategy #3: Ensure that all communication, verbal (Bright Arrow), emails, flyers and newsletters are sent home is in English and Spanish.

#### **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**

Priority #1 – Improve the cohesiveness of the staff to promote teamwork and professionalism.

- Strategy #1 – Recognize and celebrate students and staff with monthly incentives, for positive behavior, academic performance, leadership, personal recognitions and work ethic.
  - Department lead teachers attend a Campus Leader's Retreat to promote collegiality and collaboration.
  - Professional development is delivered by master teachers.
  - New Teacher Mentoring program is implemented to support novice teacher's teaching practices and teacher retention.

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

Priority #1 – Improve the quality of instruction in the mathematics classroom

- Strategy #1 – Provide ongoing differentiated instruction and guided math professional development for all mathematics teachers, including RTI and Special Education to teachers. (Title I and SCE funds)
- Strategy #2 – Provide vocabulary instruction and interactive journaling professional development for all teachers, including RtI and special education teachers. (Title I)

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

Provide more parent educational and involvement opportunities for parents to promote student success and to bridge the gap between school and community.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brian Hewgley	RtI MS Instructional Coach	Title I	1
Colleen Bonney	RTI Teacher	Title I	1
Cynthia Correa	Academic Dean	Title 1	1
Melissa Vasquez	RTI Teacher	Title 1	1

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracey Valree	Principal
Assistant Principal	Christopher Guastella	Non-Teaching Member
Non-classroom Professional	Cynthia Correa	Academic Dean
Classroom Teacher	Ronnie Folk	Classroom Teacher
Classroom Teacher	John Robertson	Classroom Teacher
District-level Professional	Patricia Baker	Dyslexia Coordinator
Classroom Teacher	Tashai Pogue	Teacher
Parent	John Rogers	Parent
Classroom Teacher	Laura Lopez	6th Grade Science Teacher
Classroom Teacher	John Mueller	Librarian

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tracey Valree	Principal
Administrator	Brian Hewgley	RtI Instructional Coach
Administrator	Cynthia Correa	Academic Dean
Classroom Teacher	Felix Encarnacion	8th Grade US History Teacher
Classroom Teacher	Winter Nurse	8th Grade ELAR Teacher
Classroom Teacher	John Rogers	SPED Co-Teacher
Classroom Teacher	Patricia James	6th Grade Math Teacher
Classroom Teacher	Ernestine Hopkins	7th Grade ELA Teacher
Classroom Teacher	Eloy Pina	CTE Teacher
Classroom Teacher	Robyn Rosen	7th Grade Science Teacher
Classroom Teacher	John Robertson	Band Director
Classroom Teacher	Michelle Benites	ESL Teacher
Non-classroom Professional	Sarah Ullmann	Counselor

## Campus Funding Summary

171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Transportation & Tutors		\$3,000.00
1	2	3	intervention materials		\$4,500.00
1	3	4	Tutors		\$3,000.00
1	3	4	intervention resources		\$4,500.00
1	4	4	Resources & Tutors		\$1,000.00
1	5	3	Resources & Tutors		\$2,000.00
4	1	4	resources for working with students		\$500.00
<b>Sub-Total</b>					\$18,500.00
<b>Budgeted Fund Source Amount</b>					\$37,290.00
<b>+/- Difference</b>					<b>\$18,790.00</b>
211-8 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Journals	6399	\$3,681.57
1	1	4	Transportation & Tutors	6118	\$2,000.00
1	1	5	Reading Materials & Tutors		\$0.00
1	2	3	Transportation & Tutors		\$2,000.00
1	3	4	Resources & Tutors	6129	\$1,000.00
1	3	4	Tutor Planning	6129	\$1,000.00
1	3	5	chart tablets, markers		\$500.00
1	4	1			\$0.00
1	4	4	Resources & Tutors		\$1,000.00
1	5	2	PLC & Data Teams	6399	\$1,000.00
1	5	3	Resources & Tutors		\$2,000.00
1	6	1			\$300.00

1	7	2	light refreshments only for academic nights	6399	\$1,488.00
1	7	2	childcare for weekend and evening events		\$400.00
2	2	1	Kilgo and AIE conference fees	6299	\$5,650.00
2	2	3	Content-specific Book Studies	6329	\$1,837.00
3	1	2	Professional development trainings		\$1,000.00
4	1	2			\$2,000.00
4	1	3	agendas		\$3,020.43
<b>Sub-Total</b>					\$29,877.00
<b>Budgeted Fund Source Amount</b>					\$30,827.00
<b>+/- Difference</b>					<b>\$950.00</b>
<b>Grand Total</b>					<b>\$48,377.00</b>