

Waxahachie Independent School District
Coleman Jr. High
2018-2019 Campus Improvement Plan

Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

Continuing our tradition of “excellence in education,” the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

District Motto

"Excellence in Education"

Vision

The Waxahachie Independent School District will support and empower our community of learners for success in the 21st century.

Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all students.

Value Statement

We believe:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and

orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas. Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

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Comprehensive Needs Assessment

Revised/Approved: July 16, 2018

Demographics

Demographics Summary

Coleman Junior High is one of fifteen campuses in Waxahachie ISD and is a Title I schoolwide campus. Coleman Junior High has a varied student population that offers all groups the opportunity to be successful. The following data is projected based off of district wide rezoning and the 2016-17 Texas Academic Performance Report (TAPR) for Howard Junior High and Finley Junior High that will formulate Coleman Junior High (numbers are subject to change based on actual enrollment at the start of 2018-2019 school year):

Total student population from grades 6-8: 781

- African American: 8.43%
- Hispanic: 23.7%
- White: 32.4%
- Economically Disadvantaged: 44.3%
- ELL: 4.5%
- Gifted and Talented: 2.8%
- At-Risk: 35.6%
- Special Education: 7.25%

"An empowered organization is one in which individuals have the knowledge, and skill, desire, and opportunity to personally succeed in a way that leads to collective and organizational success" - Stephen Covey

Coleman Junior High is committed to hiring and retaining high quality and highly effective staff to ensure our students receive the best instruction.

Demographics Strengths

- Student attendance is over 94%
- Advanced course student enrollment 36%

- Student participation in athletics, fine arts, clubs, cheer leading, dance and UIL.
- Tutoring attendance has increased.
- Positive environment
- Teacher to student ratios in content area is 24:1 or below, and 10:1 or below in intervention classes
- No Child Left Behind - Highly Qualified Report: 100%
- Low teacher and staff turnover rate.
- Strong teacher applicant pool.
- L.E.A.P. Academy for aspiring administrators.
- New Teacher Mentoring program
- Ongoing professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of ESL certified Staff **Root Cause:** Cost of test, limited time, and opportunity for practice courses.

Problem Statement 2: Lack of diversity from applicant pool. **Root Cause:** Demographics of the county and limited number of diverse applicants

Problem Statement 3: Data shows Special Education STAAR scores are below state average. **Root Cause:** Students are not being serviced adequately due to shortage of teachers, lack of training and increased SPED numbers.

Problem Statement 4: Additional teacher/staff support needed within campus to encourage collaboration to decrease turnover. **Root Cause:** Low teacher morale and retention.

Student Academic Achievement

Student Academic Achievement Summary

Coleman Junior High will provide challenging, active, and engaged learning in the classroom for student success. Coleman Junior High saw gains in many academic areas through the use of varied interventions and the determination put forth by students and teachers to improve.

Through instructional planning, setting academic goals, and providing intervention - Coleman continues to find ways to improve student performance.

Student Academic Achievement Strengths

- All 8th grade students were promoted to the 9th grade.
- 8th grade ELAR scores were over 90% passing
- 8th grade Math scores were just over 89%
- 8th grade Science scores were at 74%
- 8th grade Social Studies STAAR scores were 11% at mastered level.
- 7th grade Reading STAAR scores were 21% at mastered level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR scores fell 7% from 2016 to 2017 **Root Cause:** Increase in LEP students with gaps that include low reading and writing abilities.

Problem Statement 2: 8th grade cohort math STAAR passing rate fell 9% from 6th to 7th grade year. **Root Cause:** Change in curriculum has created gaps in understanding the complex math concepts.

Problem Statement 3: Campus wide math STAAR scores were below 80% **Root Cause:** Complex math concepts have created gaps in learning.

Problem Statement 4: Sub population rate is significantly lower on reading STAAR test compared to the campus passing rate. **Root Cause:** Reasoning skills, low vocabulary, low reading abilities, and a lack in confidence causes students not to be successful

Problem Statement 5: Coleman STAAR scores are 5% below the state average for the percentage of students who reached masters level **Root Cause:** Lack of challenging curriculum and instructional opportunities.

School Processes & Programs

School Processes & Programs Summary

Coleman Junior High uses the TEKS Resource System curriculum - It describes the teaching, learning, and assessment materials and resources available for a given core course of study. This system is aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. The scope and sequence provided in the TEKS Resource System allows teachers to focus on lessons and TEKS at the same time.

Coleman Junior High will model and promote a collaborative decision making process among students, staff, and community. Working together to improve instruction, the culture and climate, and ultimately the success of the student is our number one priority.

Coleman Junior High will use to its fullest extent all available technology for student success. To enhance student learning, Coleman is a Bring Your Own Device (BYOD) environment and students are encouraged to utilize digital resources both in and out of school to support academics. Students are taught digital citizenship lessons throughout the school year in an effort to raise healthy digital citizens. Teachers seek out innovative uses for iPads, Google Chrome-books, and desktop resource, as well as those that can be supported on a students' cell phone.

School Processes & Programs Strengths

- Common Assessments - 9 week assessments.
- Advanced courses are offered through the GT and honors classes to meet the needs of our advanced students in the core subjects.
- Advanced electives to challenge Coleman students.
- Horizontal alignment of resources, trainings, and curriculum across all campuses and content areas.
- New mathematics, science, and social studies resources available through digital and printed versions to support students and parents.
- A three tiered mathematics courses at grade 8 provides flexibility in students' needs in mathematics and to provide early support in Algebra I at the high school level.
- Purposeful Planning provides opportunities for teachers to review student performance on common assessments and state assessments.
- Highly qualified teachers to ensure the highest instruction.
- Strong leadership and data based decision making to maximize student growth.
- Campus committees to allow a voice for the teachers, students, staff, parents and community.
- Purposeful planning time
- Use of student, staff, and parent surveys to help create change.
- GUIDE Mentoring program supports new Coleman staff through trainings and observations.
- Open communication
- Continue to utilize Eduphoria for on-line forms and district common assessments.
- Maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls.

- Google Apps for education training and on-line space for professional digital shared content provided training for teacher to develop a shared learning environment for students.
- BYOD policy implemented
- Additional Chrome Books purchased for student use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have a problem with pacing. **Root Cause:** Lack of training in differentiation.

Problem Statement 2: RTI and intervention strategies lack development and consistency. **Root Cause:** Lack of understanding of the identified areas of need and growth that hinders scheduling, organization, planning and execution of appropriate and consistent intervention strategies.

Problem Statement 3: Need to simplify output of information into a single user friendly output. **Root Cause:** Too many sources of communication and lack of training in each.

Perceptions

Perceptions Summary

Coleman Junior High firmly believes that every student can be successful and will have a positive experience through the educational process. At Coleman, students have the opportunity to be involved with a variety of clubs, athletics, UIL, cheer, choir, band, yearbook, student council, drill team, theater, FOR club, and musical theater. We encourage students to get involved outside of the classroom. Coleman students should be Proud, Polite, and Productive individuals on campus and in the community.

In addition, Coleman Junior High works to meet the needs of our family and community members. This partnership is crucial to the success of each student and their readiness to advance to the next grade level. Our mission is to provide the support our parents and community needs in order to make a positive impact on student learning.

Perceptions Strengths

- Staff is united and works together.
- Students and Staff have a good work ethic.
- Climate is described as positive by both staff and students.
- Students are involved in many extracurricular programs.
- Teachers feel supported.
- Visibility of administration in the classroom and in the building.
- Culture and Climate committee was formed to evaluate the needs of the campus regularly.
- Create a welcoming environment when parents and community members visit our campus.
- Many sources of communication - School Messenger, Remind 101, Parent Portal, Campus website, Facebook, Twitter, and teacher web pages.
- English to Spanish translation services.
- A variety of parent conferences involving - Administrators, Teachers, Counselors, and student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Breakdown of communication between Administration and Staff. **Root Cause:** Not knowing the needs of the other group.

Problem Statement 2: Attendance is low at the parent education classes. **Root Cause:** Parents do not receive notice and do not make time to attend. Lack of interest. Lack of customer service training.

Problem Statement 3: Lack of communication with parents. **Root Cause:** Parents are overwhelmed with the many sources of communication and lack of training.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Coleman Junior High will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, 100% of the parental engagement goals will be completed by encouraging and promoting a climate that fosters family engagement in the education of all students.

Evaluation Data Source(s) 1: Sign-in sheets, parent surveys(s), Practical Parent Education curriculum, and volunteer logs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide parents with information regarding campus report card findings and educate them on how to read/understand findings.	Principals, Counselors, Teachers, PIEMS Secretary	-Increased parental involvement -Increased volunteer hours -Improved Parent/Teacher communication				
	Problem Statements: Perceptions 3 Funding Sources: Title I (211) - 0.00, Local Funds - 0.00					
2) Provide parents with online resources and Practical Parent Education classes to support children at home with content area coursework.	Principal/Asst. Principals Counselors Teachers	-Improved student achievement -Increased parental involvement				
	Problem Statements: Perceptions 2 Funding Sources: Title I (211) - 0.00, Local Funds - 0.00					
3) Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.	Principal/Asst. Principals Counselors Teachers	-Improved teacher/parent communication -Increased attendance in parent and family engagement activities				
	Problem Statements: Perceptions 3 Funding Sources: Local Funds - 0.00					

4) Provide students and parents with information and access to career and college planning information through meetings in preparation for high school scheduling.	Principal/Asst. Principals Counselors Teachers PEIMS Secretary	-Improved communication among all stakeholders -Increased enrollment in high school CTE classes -Increased enrollment in high school AP classes -Increased high school graduation rate				
5) Provide information to students and parents about extra-curricular activity opportunities (specifically UIL and Destination Imagination).	Principal/Asst. Principals Counselors Teachers PEIMS Secretary	-Increased involvement in extra-curricular activities -Improved student achievement -Increased involvement in UIL and DI				
6) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through graduation requirements.	Principals, Counselors, Teachers, PIEMS Secretary	-Increased student achievement				
7) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through targeting students demonstrating advanced skills in math, reading, science and social studies to register for advanced courses in grades 6-8 and in grade 9 during spring of grade 8.	Principals, Counselors, Teachers, PIEMS Secretary	-Increased student achievement				
8) Develop and implement a plan to assist students and parents who transition between campuses or grade levels to have academic acceleration needs met for students in grades 6, 7, and 8 through Open House in March with sessions offered by Global High and WHS administrators.	Principals, Counselors, Teachers, PIEMS Secretary	-Increased student achievement				

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 2: Attendance is low at the parent education classes. Root Cause 2: Parents do not receive notice and do not make time to attend. Lack of interest. Lack of customer service training.
Problem Statement 3: Lack of communication with parents. Root Cause 3: Parents are overwhelmed with the many sources of communication and lack of training.

Goal 2: Coleman Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By June 2019, Coleman will have met 90% of the clean, safe, learning environment needs. 10% decrease in Bullying incidents, Discipline referrals, and to meet all safety drills and procedures.

Evaluation Data Source(s) 1: Discipline and attendance records (PEIMS) and safety and incident reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor transitional dismissals, confidential reports. Be visible during passing periods, lunches, and arrival/dismissal and maintain camera structure.	Principal, Assistant Principals, Teachers, Campus Security	-Decrease in discipline behavior				
2) Implement district policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan, (b). Child Abuse, (c). Sexting, (d). Dating violence, including enforcement of protective orders, (e). Binge Drinking, (f). Childhood Obesity, (g). Suicide Prevention, and (h). P.A.P.A. program	Principal, Assistant Principals, Teachers	-Improved student achievement -Decrease in discipline behavior -Increased awareness on safety and security -Decrease in bullying, dating violence and suicide				
3) Revise campus Emergency Operations Procedures (EOP) guidelines to include the new controlled entrances.	Administration, Campus Security, District Security, Finley Staff	-Improved safety procedures				
						

Goal 2: Coleman Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: Discipline referrals will decline by 15% for the 2018-2019 school year.

Evaluation Data Source(s) 2: Skyward and PIEMS data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principals and Staff will be visible during the day (especially during lunch and passing periods).	Campus Staff and Administration	-Decrease in discipline referrals				
2) Implement Restorative Discipline Practices to build meaningful relationships with student to promote healthy and productive decisions that support: (a) discipline in the classroom, (b) campus climate and culture, (c) the overall development of our students.	Administration and Staff	-Improved tracking of referrals -Improved documentation program in Google Classroom. -Productive Parent Meetings. -Improved involvement of staff and teachers with discipline.				
	Problem Statements: Perceptions 1 Funding Sources: Local Funds - 0.00					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Breakdown of communication between Administration and Staff. Root Cause 1: Not knowing the needs of the other group.


Goal 2: Coleman Junior High School will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.


Performance Objective 3: Trends in staffing, facility, and programs needs will be gathered periodically to direct the necessary adjustments, transition, and placement of staff.

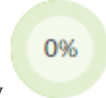
Evaluation Data Source(s) 3: Enrollment projection reports and PEIMS disaggregated data


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize student enrollment projections in 2017-2018 to provide appropriate plan for master schedule and instructional spaces.	Principals, Counselors, PEIMS secretary	-Improved class sizes -Decreased traveling instructors -Increased student achievement -Decreased discipline referrals				
2) Partner with district Support Services team director and members to ensure campus' needs are met that have interrupted student learning in the past (ceiling leaks, water leaks, tile floor, heating and AC needs).	Principals, Central Office, Curriculum, Department Chairs	-Improved student achievement -Improved safety and security				
3) Review building floor plan and use of instructional space for optimization on learning and planning.	Principals, Curriculum Department, Finley Staff, Maintenance.	-Increased student achievement -Decrease in electricity usage				
4) Review intervention needs and place staff according to needs and STAAR scores.	Administration, Department Chairs, Curriculum Department.	-Improved student achievement -Increased awareness of students falling behind				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Coleman Junior High School will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2019, 80% of all students and each student group will 'Approach Grade Level' on all sections of the STAAR Test. The African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 8% growth.

Evaluation Data Source(s) 1: Comparison of previous years; TAPR report card and PEIMS data. STAAR scores, District Common Assessments, Eduphoria Aware Reports, Skyward data, ARD data, TELPAS assessment data, and progress monitoring data.





Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide students with an aligned, rigorous curriculum: coherent, articulated, and challenging.	Principal, Assistant Principal, Teachers, Curriculum Specialist.	-Increased student achievement				
2) Establish common meeting times for department and grade level members. Evaluate lessons, common assessments, and the RTI process.	Principal, Assistant Principal, Teachers Curriculum Coaches.	-Improved communication between students/teachers -Improved collaboration among staff -Improved student achievement				
Problem Statements: School Processes & Programs 1, 2						
Funding Sources: Title II (255) - 0.00						
3) TRS will drive our Curriculum and create a system to connect vertical and horizontal instruction.	Curriculum Specialists, Administrators, Department Chairs.	-Aligned lesson plans and curriculum -Increased student achievement				
Problem Statements: School Processes & Programs 1						
Funding Sources: Title II (255) - 0.00						
4) Decrease the gap in STAAR achievement between student groups in all subjects area by using SIOP/Sheltered Instruction, First steps in Mathematics, STAAR remediation courses in grades 6-8.	Administration and Teachers	-Increased percentage of students meeting expectations on the Texas Assessment Instruments. -Raised Level I and II passing percentage for each student group.				
Problem Statements: Student Academic Achievement 5						
Funding Sources: Title I (211) - 0.00, Title II (255) - 0.00, Title III (263) - 0.00, Local Funds - 0.00, SCE - 0.00						
5) WISD Framework for Effective Teaching and Learning by providing writing training to classroom teachers in Thinking Maps: Write from the Beginning and Beyond and Empowering Writers.	Curriculum, Administration, Department Chairs.	-Increased student achievement -Improved collaboration in department meetings				

6) Continue to support the Response to Intervention layered model of support by utilizing Implementation of Fountas and Pinnell Leveled Literacy Intervention(LLI) for use with students reading below grade level in 6th, 7th, and 8th grade.	Curriculum specialist, Administration, LLI Teacher.	-Improved student achievement in literacy				
Funding Sources: Local Funds - 0.00, Title I (211) - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 7) 60% of All Special Education students will pass the STAAR test in Reading.	Administration, Teachers, Curriculum Specialists.	-Utilize Inclusion staff to work with our Special Education students. -Incorporate LLI with small group instruction. -Provide additional Tutoring. -Utilize the Think Tank to provide additional instruction.				
Funding Sources: IDEA - 0.00, Title I (211) - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 8) 60% of Special Education students will pass the math STAAR test.	Administration, Math Teachers, Curriculum Specialists and Special education Department.	-Place special education students in math intervention classes to improve scores				
Funding Sources: IDEA - 0.00, Title I (211) - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 9) 60% of all Special Education students will pass the science STAAR Test.	Administration, Science Department, Curriculum Specialists, and Special Education Department.	-Place special education students in science intervention classes to improve scores.				
10) Gather feedback from teachers regarding the implementation of local benchmarks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments during data meetings with district curriculum staff.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Closing gaps on student needs.				
11) 60% of all Special Education students will pass the Writing STAAR Test.	Administration, Curriculum Specialist, Writing Department.	-Increased student achievement in Special Education writing -Empowering Writers -Increased professional development for teachers in Empowering Writers				
Comprehensive Support Strategy 12) 60% of all Special Education Students will pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Place special education students in social studies intervention classes to improve scores. -Increased student achievement in Special Education social studies				
Comprehensive Support Strategy 13) 60% of all Economically Disadvantaged Students will pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of Economically Disadvantaged students in social studies				
Comprehensive Support Strategy 14) 60% of all Hispanic Students will pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of Hispanic students in social studies				

Comprehensive Support Strategy 15) 60% of African American Students will pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increase in student achievement of African American students in social studies				
Comprehensive Support Strategy 16) 60% of All Students will pass the Social Studies STAAR Test.	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of all students in social studies				
Comprehensive Support Strategy 17) 91% of All Students will pass the Reading STAAR Test (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increase in student achievement of all students in reading				
Problem Statements: Student Academic Achievement 4						
Funding Sources: Title I (211) - 4524.00						
Comprehensive Support Strategy 18) 91% of All Students will pass the Math STAAR Test (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of all students in math				
Comprehensive Support Strategy 19) 91% of African American Students will pass the Reading STAAR Test (Federal)	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of African American students in reading				
Comprehensive Support Strategy 20) 91% of African American Students will pass the Math STAAR Test (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of African American students in math				
Comprehensive Support Strategy 21) 91% of Hispanic Students will pass the Reading STAAR TEST (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of Hispanic students in reading				
Comprehensive Support Strategy 22) 91% of Hispanic Students will pass the Math STAAR Test (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of Hispanic students in math				
Comprehensive Support Strategy 23) 91% of White Students will pass the Reading STAAR Test (Federal).	Administration, Curriculum Specialists, Department Chairs, and staff.	-Increased student achievement of White students in reading				

<p>Comprehensive Support Strategy 24) 91% of Economically Disadvantaged Students will pass the Reading STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of Economically Disadvantaged students in reading</p>				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: Title I (211) - 0.00, Local Funds - 0.00</p>						
<p>Comprehensive Support Strategy 25) 91% of Economically Disadvantaged Students will pass the Math STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of Economically Disadvantaged students in math</p>				
<p>Comprehensive Support Strategy 26) 91% of Special Education Students will pass the Reading STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of Special Education students in reading</p>				
<p>Funding Sources: IDEA - 0.00</p>						
<p>Comprehensive Support Strategy 27) 91% of Special Education Students will pass the Math STAAR Test (Federal)</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of Special Education students in math</p>				
<p>Comprehensive Support Strategy 28) 91% of ELL Students will pass the Reading STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of ELL students in reading</p>				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: Title I (211) - 0.00, Local Funds - 0.00</p>						
<p>Comprehensive Support Strategy 29) 91% of ELL Students will pass the Math STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of ELL students in math</p>				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: Title I (211) - 0.00, SCE - 0.00, Local Funds - 0.00</p>						
<p>Comprehensive Support Strategy 30) 91% of White Students will pass the Math STAAR Test (Federal).</p>	<p>Administration, Curriculum Specialists, Department Chairs, and staff.</p>	<p>-Increased student achievement of White students in math</p>				
<p>31) Continue to utilize sheltered instruction to improve academic performance for ELL students.</p>	<p>ELS staff and Administration</p>	<p>-Improved student achievement of ELL students. Provide tutoring -Monitor Common Assessments -Small group instruction. -Track grades per grading period. -Examine STAAR scores.</p>				

32) Support the effectiveness of the Gifted and Talented program through the safety differentiated lesson plans for GT courses and Tribe Time.	GT Teachers, Administration, and Curriculum.	-Improved utilization of Tribe Time -Create guidelines and procedures -Improved monitoring of DCA's and Assessments.				
33) Purchase appropriate resources to support our ESL, reading, math, science, social studies, and remediation classes. Resources should be TEKS based and close the educational gaps at Coleman.	Curriculum Department, Administration, Department Chairs.	-Improved monitoring of DCA results -Grade check per grading period. -Collaborate during department meetings. -Review STAAR scores.				
Comprehensive Support Strategy 34) Utilize Tribe time to support struggling students in math through small group instruction and planning through 'Math Matters'.	Math Department, Administration, Counselling Staff and Curriculum Department.	-Improved student achievement in math -Improved DCA performance				
Problem Statements: Student Academic Achievement 2 Funding Sources: Title I (211) - 0.00, SCE - 0.00, Local Funds - 0.00						
Comprehensive Support Strategy 35) Increase student performance on the Writing STAAR.	Department chairs, Administration, Curriculum Department.	-Improved student achievement in reading -Improved focused intervention in reading -Improved writing scores				
Problem Statements: Student Academic Achievement 1 Funding Sources: Title I (211) - 0.00						
Comprehensive Support Strategy 36) Continue to provide inclusion support to our course class subjects to improve Special Education scores on the STAAR test.	Special Education Department, Administration, Counseling Department.	-Improved communication between general ed and special ed. -Improved student achievement in special education students.				
Comprehensive Support Strategy 37) Utilize Tutoring opportunities for students to maintain a passing grade level and progress throughout the year. Tutoring will be daily from 7:50 am - 8:15 am.	Staff, Administration	-Improved student achievement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Writing STAAR scores fell 7% form 2016 to 2017 Root Cause 1: Increase in LEP students with gaps that include low reading and writing abilities.
Problem Statement 2: 8th grade cohort math STAAR passing rate fell 9% from 6th to 7th grade year. Root Cause 2: Change in curriculum has created gaps in understanding the complex math concepts.

Problem Statement 3: Campus wide math STAAR scores were below 80% Root Cause 3: Complex math concepts have created gaps in learning.
Problem Statement 4: Sub population rate is significantly lower on reading STAAR test compared to the campus passing rate. Root Cause 4: Reasoning skills, low vocabulary, low reading abilities, and a lack in confidence causes students not to be successful
Problem Statement 5: Coleman STAAR scores are 5% below the state average for the percentage of students who reached masters level Root Cause 5: Lack of challenging curriculum and instructional opportunities.
School Processes & Programs
Problem Statement 1: Teachers have a problem with pacing. Root Cause 1: Lack of training in differentiation.
Problem Statement 2: RTI and intervention strategies lack development and consistency. Root Cause 2: Lack of understanding of the identified areas of need and growth that hinders scheduling, organization, planning and execution of appropriate and consistent intervention strategies.

Goal 4: Coleman Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Adjust personnel assignments to meet the needs of student enrollment and class size.

Evaluation Data Source(s) 1: Student enrollment, class sizes, remediation needs, advanced classes.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor class size and student to teacher ratio.	Principal/Asst. Principals Counselors	-Increased student achievement -Decrease in discipline referrals -improved class balance and learning environment				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Utilize staff for enrichment and tutorial programs based on class size and educational gaps.	Administrative Team, Department Chairs, Staff, Human Resource Department	-Increased student achievement -Improved data review on state and local common assessments.				
3) Analyze all teacher data in the areas of: Certification, Testing, Experience, and endorsements.	Principal, HR Department	-Decrease in teacher turnover -Improved equity among teaching staff				
Funding Sources: Title II (255) - 0.00, Local Funds - 0.00						
4) Support and provide professional development on needed components identified through teacher input and campus STAAR results.	Curriculum Department, Administration, Department Chairs,	-Improved student achievement -Increased professional development for teachers -Region 0 Support -T-TESS evaluation				

Goal 4: Coleman Junior High School will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Coleman Junior High will continuously provide support and relevant and quality staff development

Evaluation Data Source(s) 2: Eduphoria data, TTESS personal professional development goals, teacher attendance records, HR turnover records, and PLC meeting data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Foster a process for support, suggestions and concerns from staff to provide opportunities for feedback and input on campus components.	Campus Administrators, Administrative Staff, Instructional Staff	-Suggestions will be taken and used to create meaningful support and opportunities for campus needs.				
Problem Statements: Perceptions 1 Funding Sources: Local Funds - 0.00						
2) Address curricular needs on an individual classroom/department basis dependent upon walk-throughs and TTESS.	Principal, Secretary, Department Heads, Curriculum Department	-Improved teacher skills				
3) Provide campus-wide professional development on: (a.) Inclusion/co-teaching model for special education students, (b.) Intervention strategies/plans for all content areas, (c.) Technology addressing needs of all levels of teachers, (d.) Meeting the needs of all student groups by addressing instructional strategies, intervention plans and opportunities to build relationships with all cultures.	Administration, Special Education Director, Teachers, Curriculum and Instruction Director.	-Sign-in sheets from training provided -Incorporation of learned strategies in lesson plans in Eduphoria -Observation of instructional strategies during walk-throughs				
4) Create a positive culture for staff to flourish in their specific academic realm. Teachers will feel they can take instructional risks because of the positive environment.	Principal, Department Chairs, Curriculum Department	-Improve teacher/staff moral -Open door policy -Walk-throughs and visibility. -Following the T-T ESS procedures and meetings.				
5) Coleman Junior High will provide teachers with opportunities to attend professional development outside the district throughout the year. Allowing teachers to grow and develop the instructional strategies to prepare students in the content area.	Administration, Teachers, Curriculum department.	-Increased teacher skills -Increased student achievement				

6) Provide opportunities for teachers to become ESL certified to meet needs of EL students.	Principal Human Resources Dept.	-Increased student achievement in English Learners -Increased number of teachers certified in ESL				
	Funding Sources: Title I (211) - 0.00					
7) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Development and providing monthly PLC meetings dates/times.	Principal Asst. Principal	-Decrease in turnover -Increased campus morale -Increased student achievement -Increased teacher attendance				
	Funding Sources: Local Funds - 0.00					

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: Breakdown of communication between Administration and Staff. Root Cause 1: Not knowing the needs of the other group.

Goal 5: Coleman Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Source(s) 1: Network Usage Report, Server Usage Report, Wireless Connectivity Report, Eduphoria Workshop Reports, Technology survey data, and audit findings report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide 21st century technology tools and training for teachers.	Principal	-Increased student engagement -Increased student learning opportunities for students and teachers				
2) Implement the integration of Chromebooks into instructional plans.	Principal	-Increased student engagement -Increased student learning opportunities for students and teachers				
3) Provide parents with a user friendly and single communication system and training that will provide all information to parents in one location.	Principal Asst. Principal Technology Dept.	-Increased parental involvement -Increased student achievement -Increase communication between school and parent				
Funding Sources: Local Funds - 0.00, Title I Parental Involvement - 0.00						
						

Goal 6: Coleman Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Campus administrators will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest needs.

Evaluation Data Source(s) 1: State Assessment data, revenue and expense reports, and survey of facility data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Make data-driven decisions for spending the allocated funding to ensure the students curricular needs are met.	Principal, Staff, administration, Curriculum	-Increased student achievement -Improved allocation of resources				
2) Materials and training needs for ELAR, Social Studies, Math, and Science are collected, purchased, and prioritized to support instructional needs through documentation including state standards being met.	Administration, Curriculum, Department Chairs, Staff.	-Improved student performance on local and state assessments.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> 3) Title I funds will be allocated for curricular needs based on student academic needs following performance on state assessments.	Administration, Curriculum, Special Ed department, and Staff. Campus Academic Team	-Improved collaboration among teachers -Increased student achievement				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> 4) Tutoring opportunities will be available in the morning and afternoon to meet the needs of all students.	Staff and Administration	-Improved student achievement -Improved monitoring of student success on benchmarks, DCA's, and grading periods. -Improved communication between teachers, students, parents and campus administration.				
5) A yearly survey to pinpoint the needs of our students and facilities. Evaluate current programs and their effectiveness to student achievement.	Central Office, Administration, Staff.	-Improved knowledge of needs -Improved communication				



Goal 6: Coleman Junior High School will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: Coleman Junior High will efficiently and effectively manage and further develop financial resources and allocate those resources to areas of greatest need.

Evaluation Data Source(s) 2: Audit Findings report, Guidelines for Federal and State funds, Staffing plans, Staffing requests, and budget reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Title 1 funds will be allocated for curricular needs in Math and Reading based on students' academic performance on the STAAR Test, educational success, and growth of each student.</p>	Principal Coordinator of Federal Programs	-Improved student performance on local and state assessments.				
<p>2) Materials and trainings needed for ELAR, Social Studies, Math, and Science are collected and priorities to support instructional needs through documentation including state standards being met.</p>	Administration, Superintendent of Finance, Department Heads, Staff, and Curriculum Department.	-Improved student achievement -Improved teacher skills -Improved teacher collaboration in department meetings.				
<p>3) Make data-driven decisions for spending the allocated findings to ensure the students academic needs are met.</p>	Principal, Superintendent of Finance, Curriculum Department, Staff, Department Chairs.	-Improved student achievement.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	7	60% of All Special Education students will pass the STAAR test in Reading.
3	1	8	60% of Special Education students will pass the math STAAR test.
3	1	9	60% of all Special Education students will pass the science STAAR Test.
3	1	12	60% of all Special Education Students will pass the Social Studies STAAR Test.
3	1	13	60% of all Economically Disadvantaged Students will pass the Social Studies STAAR Test.
3	1	14	60% of all Hispanic Students will pass the Social Studies STAAR Test.
3	1	15	60% of African American Students will pass the Social Studies STAAR Test.
3	1	16	60% of All Students will pass the Social Studies STAAR Test.
3	1	17	91% of All Students will pass the Reading STAAR Test (Federal).
3	1	18	91% of All Students will pass the Math STAAR Test (Federal).
3	1	19	91% of African American Students will pass the Reading STAAR Test (Federal)
3	1	20	91% of African American Students will pass the Math STAAR Test (Federal).
3	1	21	91% of Hispanic Students will pass the Reading STAAR TEST (Federal).
3	1	22	91% of Hispanic Students will pass the Math STAAR Test (Federal).
3	1	23	91% of White Students will pass the Reading STAAR Test (Federal).
3	1	24	91% of Economically Disadvantaged Students will pass the Reading STAAR Test (Federal).
3	1	25	91% of Economically Disadvantaged Students will pass the Math STAAR Test (Federal).
3	1	26	91% of Special Education Students will pass the Reading STAAR Test (Federal).
3	1	27	91% of Special Education Students will pass the Math STAAR Test (Federal)
3	1	28	91% of ELL Students will pass the Reading STAAR Test (Federal).
3	1	29	91% of ELL Students will pass the Math STAAR Test (Federal).
3	1	30	91% of White Students will pass the Math STAAR Test (Federal).
3	1	34	Utilize Tribe time to support struggling students in math through small group instruction and planning through 'Math Matters'.
3	1	35	Increase student performance on the Writing STAAR.

Goal	Objective	Strategy	Description
3	1	36	Continue to provide inclusion support to our course class subjects to improve Special Education scores on the STAAR test.
3	1	37	Utilize Tutoring opportunities for students to maintain a passing grade level and progress throughout the year. Tutoring will be daily from 7:50 am - 8:15 am.
4	1	2	Utilize staff for enrichment and tutorial programs based on class size and educational gaps.
6	1	3	Title I funds will be allocated for curricular needs based on student academic needs following performance on state assessments.
6	1	4	Tutoring opportunities will be available in the morning and afternoon to meet the needs of all students.
6	2	1	Title 1 funds will be allocated for curricular needs in Math and Reading based on students' academic performance on the STAAR Test, educational success, and growth of each student.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA Initial training/meeting - March 27, 2018

CNA meeting - May 7, 2018

CNA meeting to develop CNA - May 29, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CNA Meeting List:

Lisa Minton - Teacher

Daniel Hobbs - Asst. Principal

Brad Andrews - Principal

Kisti Autrey - Parent

Rickki Morrow - Counselor

Cynthia Williams - Asst. Principal

Letty Bernal - Coor Federal Programs

Trey Rieper - Community Representative

Shawna Mathis - Business Representative

Stephanie Rieper - Teacher

Andria Bone - SPED Teacher

D. Snodgrass - Paraprofessional

2.2: Regular monitoring and revision

Dates TBD

2.3: Available to parents and community in an understandable format and language

CIP developed - May 29, 2018

CIP will be posted to the website.

CIP is in English and translation will be made available to parents upon request.

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

- Using effective instructional strategies that are scientific research based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners

2.5: Increased learning time and well-rounded education

- After school tutoring will be provided to increase learning time.
- Extra curricular activities and programs will be introduced to provide a well-rounded education

2.6: Address needs of all students, particularly at-risk

Coleman Junior High will work with Curriculum Coordinators to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students with an emphasis on students who are at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement Policy will be in English and made available to parents in other languages upon request.

3.2: Offer flexible number of parent involvement meetings

May 27, 2018

Other meetins TBD.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Title I Intervention Teacher	Reading	1.0

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
3	1	4			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	17	Freckle differentiation platform		\$4,524.00
3	1	24			\$0.00
3	1	28			\$0.00
3	1	29	Freckle differentiation platform		\$0.00
3	1	34			\$0.00
3	1	35			\$0.00
4	2	6			\$0.00
Sub-Total					\$4,524.00
Title II (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

3	1	4			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	1	29			\$0.00
3	1	34			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
2	2	2			\$0.00
3	1	4			\$0.00
3	1	6			\$0.00
3	1	24			\$0.00
3	1	28			\$0.00
3	1	29			\$0.00
3	1	34			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	7			\$0.00
5	1	3			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$0.00

3	1	8			\$0.00
3	1	26			\$0.00
Sub-Total					\$0.00
Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,524.00