

Seminole Independent School District
Seminole Junior High School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment is steadily increasing (665).

47.1% of student population is Anglo (313). 49.9% of student population is Hispanic (332).

SPED numbers are declining:

6% (39) of student population is SPED 6% (18) of Anglo population; 6.8% (21) of Hispanic population

51.3% (341) of student population is At-Risk:

37.8% (129) of Anglo population is At-Risk; 62.2% (212) of Hispanic population

Student : CORE Teacher ratio is 20.2:1

Demographics Strengths

- Student Attendance Rates
- Student Performance Rates
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs / Serving LEP population
- Special Education numbers are steady/ Use of Inclusion to close learning gaps

Demographics Needs

- Over-representation of Hispanic population in SPED / Under-representation of Hispanic population in G/T
- Achievement level of ELL Students in STAAR Math, Science and Reading

- Continued focus and attention on At-Risk population / increase LEP participation rate in STAAR
- Increase TELPAS ratings for beginning/veteran ELL's
- Increased number of 504 students due to new federal regulations
- Students from any subgroup will meet standards for STAAR Math, STAAR Reading and STAAR Writing

Student Achievement

Student Achievement Summary

- SISD will strive to close gaps between our Anglo and Hispanic subgroups
- Address the needs of At-Risk students / Develop monitor groups for struggling students in all content areas
- Use Inclusion to close gaps for SPED students
- Address gaps between subgroups in Math, Science and Social Studies
- Address increased rigor of state assessment/ Continue TEKS Resource System to help staff prepare students for state assessment
- Make every effort to ensure that all ELL students are tested with all applicable state assessments

Student Achievement Strengths

- Highly quality teachers and instructional techniques with a curriculum that meets the needs of students
- Data analysis
- RTI programs with remediation strategies that target growth
- increased instructional time with Inclusion
- Alignment of written, taught, and tested curriculum

Student Achievement Needs

- Target Hispanic subgroup in all content areas / Target At-Risk population/ Target ELL in Math and Writing/ Target Economically Disadvantaged in Social Studies
- Continue to utilize and expand usage of Inclusion strategies for SPED students and move toward "0" for all performance levels
- Address gaps between subgroups in Math, Science and Social Studies
- Continue to address rigor of state assessment for all students/ Develop monitor groups in all content areas
- Utilize Safeguards to shift from Quartiles 3 and 4 to Quartile 1

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary

School culture and climate was assessed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided SISD with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- Administration and administrative support
- Outside speaker used to address maintenance of positive school climate
- High quality instruction / Facilities
- Technology/ Resources / Curriculum
- Atmosphere / Learning environment

School Culture and Climate Needs

- Increase access to technology
- Increase teaching time / Provide more hands on activities
- Provide more meaningful parental involvement opportunities
- Address campus issues such as bullying, abstinence education, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SJHS will continue to retain and recruit highly qualified staff.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff with access to high quality staff development
- High student performance and achievement data
- Immediate feedback for Administrators from walkthroughs and PDAS
- High Staff Attendance Rate

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SJHS will continue to use and develop curriculum, instruction and assessment that prepares students for mandated testing.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum / Grade level and departmental collaboration
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology with one to one student usage
- Differentiation of Instruction
- RTI model

Curriculum, Instruction, and Assessment Needs

- Ensure curriculum has sufficient depth, rigor and alignment
- Maintain strong remediation and RTI practices
- Provide needed curricular and technology training

Family and Community Involvement

Family and Community Involvement Summary

SJHS will provide information to parents as well as opportunities for parental involvement.

Family and Community Involvement Strengths

- Parent access to grades, assignment info, and testing schedules / School/Parent/Student Compact
- School Messenger to keep parents informed about vital school announcements / Channel 16 school news and activities / SISD homepage
- Calendar of events available at registration

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement
- More effective communication between home and school

School Context and Organization

School Context and Organization Summary

SJHS provides teachers with sufficient time to plan, communicate and collaborate.

School Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Additional planning period every day
- Learning Environment and Technology

School Context and Organization Needs

- Increased freedom to use technology
- Increased parental involvement opportunities

Technology

Technology Summary

SJHS will pursue high level, current technology to provide students with higher level experiences and to promote critical thinking.

Technology Strengths

- 1 to 1 mini iPad
- Promethean Boards in every classroom/ Projectors in all classrooms
- Staff computers / laptops
- Aware scanner available for all teachers /4 general scanners
- Voice over IP phones/ Digital media signage

Technology Needs

- **More campus level funds for technology**
- **Release time for technology training for SJHS staff**
- **Staff access to SISD servers at home/ More devices and bandwidth access for students and staff**

Community Involvement

Community Involvement Summary

- Red Ribbon Week Activities
- Parent Meetings
- Open House
- Campus Communications Committee
- District Education Committee
- Parental Volunteers
- Grand Central Station
- Parent Newsletter from Counselor's Office
- Parental Contacts with SJHS staff
- Parental input during ARD/504 meetings

Community Involvement Strengths

- Open door policy for parental concerns/input
- Red Ribbon Week Activities
- Parent Meetings
- Open House
- Campus Communications Committee
- District Education Committee
- Parental Volunteers
- Grand Central Station
- Parental Contacts with SJHS staff
- Parental input during ARD/504 meetings

Community Involvement Needs

- Increased parent/community involvement
- Provide more opportunities for parental participation
- More community programs for students

- Utilize community resources

Programs

Programs Summary

Seminole Jr. High strives to meet the needs of all students. All staff members receive updated training to better prepare them for student needs.

Programs Strengths

- Grand Central Station
- Teacher preparation
- Content Mastery
- Inclusion classrooms
- Computer Labs
- Computer cart
- Multiple computer programs for special needs
- Enrichment Program
- STAAR Remediation
- RTI
- SSI
- Tuesday-Two-A-Days
- PASS Program
- Edgewise
- Bullying Prevention Program
- Student field trips
- UIL
- Extra Curricular Activities

Programs Needs

- More funds for technology
- Increased staff to maintain student /teacher ratio
- Increased office staff to maintain enrollment/withdrawal records

Operations

Operations Summary

The Seminole Jr. High School was completed in December 2012. There are 38 classrooms, 2 gymnasiums, 1 library, 1 multipurpose room, 2 music rooms, 1 Content Mastery lab, 1 Grand Central Station Lab, 1 Life Skills Complex, an Industrial Technology room, an Art room.

Operations Strengths

- Classrooms are centrally located and secure throughout the school day
- Well-built and well-maintained building
- More than adequate for current/future needs
- Phone system connects each educational area to the office as well as offers an outside line

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
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- 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

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Seminole Jr. High will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: One hundred percent of ESL students will be provided adequate services to meet their cognitive, affective and academic needs.

Evaluation Data Source(s) 1: TELPAS Scores, STAAR Scores

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
State System Safeguard Strategy 1) Identify and provide LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and assessment of the English language as well as address affective, cognitive and linguistic needs	1	ESL certified teachers/LPAC Committee	State Assessment Results				
2) Reduce the number of parent denials for ESL program		Administrators, LPAC	Conference with parents				
3) Ensure that information to parents is provided in the home language. Monitor ELL students closely and notify parents with progress at the end of the school year.		Administrators, BE/ESL teachers, LPAC	List of qualified translators				
4) Continue to recruit and retain highly qualified ESL staff, including minorities	3, 5	Administrators, SBDM	Positions posted				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Jr. High will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: The district will maintain a STAAR participation rate that is at or above 95% for all students in grades 6-8.

Evaluation Data Source(s) 2: Students successfully completing state assessments will receive testing results from state

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
State System Safeguard Strategy 1) All students grades 6-8 will participate in the mandatory state assessments.		Principal, Counselor, Attendance Clerk	Documentation of attendance				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 2) SJHS Staff will tag specific populations needing remediations and targeted instruction to ensure success on STAAR: ELL Math, ELL Reading, ELL Writing/ TELPAS / Hispanic Science & Social Studies, and Economically Disadvantaged Social Studies	2	All SJHS Staff	Data from unit tests and benchmarks; STAAR test results				
Funding Sources: Title VI - 0.00, Title I - 0.00, Local, Title I, Title II, Title II-D, ES - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Jr. High will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: The district will maintain a completion rate that is below the state average for all TAPR subgroups.

Evaluation Data Source(s) 3: Students successfully completing requirements of extended school year will be promoted. Retention/promotion report

Summative Evaluation 3:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Optional Extended School year will be required for students not meeting standards of promotion.	9	Asst. Supt., Principal, Counselor	Documentation of student's academic progress				
2) Potential dropouts will be identified.		Counselor, SJHS Staff, Counselor Administrative Assistant	Monitor students Closely				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Jr. High will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 4: The attendance rate for the district will meet or exceed the state's base indicator of 94% for all students. The attendance rate for the Success Center will meet the alternative evaluation criteria of 89%.

Evaluation Data Source(s) 4: Daily Attendance Report

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Student attendance will be monitored, documented and verified in the office with habitual absences addressed according to District/Campus Attendance policies.		Attendance Secretary, Asst. Principal	Monitor student Attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff at Seminole Jr. High.

Performance Objective 1: Continuing professional education opportunities will be provided annually for all staff.

Evaluation Data Source(s) 1: New strategies will be employed that will help students to achieve at higher levels and obtain at least 80% mastery of STAAR objectives

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Teachers will be trained to appreciate parents as valuable resources.	6	Principal, Counselor	Staff participation and input				
2) SJHS staff will develop a curricular schedule for academic and assessment goals.	1	Administrator SJHS Staff	Informal assessment Formal Assessment				
3) SJHS will recruit and hire highly qualified staff in all academic areas.	5	Administrator					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff at Seminole Jr. High.

Performance Objective 2: Professional development, academic team meetings and focused instruction will be provided to SJHS staff

Evaluation Data Source(s) 2: SJHS Staff will use strategies to target students at risk for academic / assessment failure

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Increased planning time given at the end of each 6 weeks will allow staff to collaborate and concentrate instruction for students at risk of failure</p>	2	Administrator SJHS Staff	Grade reports STAAR results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Technology will be integrated at Seminole Jr. High into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will be an annual focus for both the district and campus improvement committees.

Evaluation Data Source(s) 1: Student scores will increase due to the use of the computer lab and specific learning from available programs

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) All students will use computers or mobile devices to enhance academic skills in a 1 to 1 ratio.		Computer lab aide, SJHS teachers, Computer programs	Monitor student Progress				
2) Aware training will be provided; Disaggregated testing scores and data will be accessible.	1, 8, 9	Principal, Counselor, SJHS staff	Regular discussions concerning data and student progress				
3) Teachers will be trained in educational applications, academic interventions and curricular assessment.		Campus Technology Coordinator	Document student/staff participation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Seminole Jr. High will ensure a safe environment conducive to student learning.

Performance Objective 1: Seminole Jr. High will implement programs to improve responsible behavior, decision-making skills, and self esteem.

Evaluation Data Source(s) 1: Student evaluation forms, discipline referral files

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Provide a comprehensive drug education, abstinence education and violence prevention program.		Counselor, SJHS Staff, DAVE Curriculum	Student Participation				
2) Students with academic issues and areas of need will be targeted and included in the Extended Day Program and in After School Detention.		Extended Day Staff, After School Detention Staff	Monitor students' academic progress				
3) Students will receive instruction in the coordinated health program through science classes (6th-8th) and family consumer science (8th).	10	Family Consumer Science teacher, Science teachers, Administrator					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Seminole Jr. High will ensure a safe environment conducive to student learning.

Performance Objective 2: Seminole Jr. High will annually review and implement the district's Student Code of Conduct.

Evaluation Data Source(s) 2: Board Approval

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) The school will review and update the Student Code of Conduct based on staff, parent and student input.		Administrator	Observe areas of need from student interaction and performance				
2) Staff, students and parents will complete an educational compact each year.		Administrator, SJHS staff	Monitor student Understanding				
3) The principal will receive formal and informal input from the staff to address academic, social and assessment needs of LEA.	2, 10	Administrator, SJHS Staff, Counselor					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Seminole Jr. High will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 1: Seminole Jr. High will collaborate efforts with parents/guardians to increase student learning an success.

Evaluation Data Source(s) 1: Sign-in sheet, teacher documentation, office contact

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Parents of SJHS students are invited to participate in all areas of their child's learning and will be notified of any deficit academic areas.	6	Administration, Counselor, SJHS Staff	Local, SCE				
2) Meetings for parents of students in ESL will be conducted. Interpreters will be provided.		Parent Involvement Liaison, Principal, Interpreter	Sign-in log				
3) A compact for students, teachers and parents will be provided. (See Goal 4.2.2)		Registration/Office Staff, Parents	Documentation of students returning compacts				
4) Transition from Early Childhood not applicable to this campus / Addressed at F J Young Elementary	7	FJYoung Administrator					
5) SJHS will hold an annual public meeting to present campus performance objectives to parents, staff and students.		Administrators, SJHS Staff, SJHS Counselor					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Identify and provide LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and assessment of the English language as well as address affective, cognitive and linguistic needs
1	2	1	All students grades 6-8 will participate in the mandatory state assessments.
1	2	2	SJHS Staff will tag specific populations needing remediations and targeted instruction to ensure success on STAAR: ELL Math, ELL Reading, ELL Writing/ TELPAS / Hispanic Science & Social Studies, and Economically Disadvantaged Social Studies
2	2	1	Increased planning time given at the end of each 6 weeks will allow staff to collaborate and concentrate instruction for students at risk of failure

State Compensatory

Budget for Seminole Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200041030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
19912611200041030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
19923611200041030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
19911612900041030000	6129 Salaries or Wages for Support Personnel	\$82,020.00
19912612900041030000	6129 Salaries or Wages for Support Personnel	\$26,327.00
19923612900041030000	6129 Salaries or Wages for Support Personnel	\$78,625.00
19931612900041030000	6129 Salaries or Wages for Support Personnel	\$27,047.00
19933612900041030000	6129 Salaries or Wages for Support Personnel	\$21,471.00
19911614100041030000	6141 Social Security/Medicare	\$1,160.00
19912614100041030000	6141 Social Security/Medicare	\$374.00
19923614100041030000	6141 Social Security/Medicare	\$1,117.00
19931614100041030000	6141 Social Security/Medicare	\$385.00
19933614100041030000	6141 Social Security/Medicare	\$304.00
19911614200041030000	6142 Group Health and Life Insurance	\$19,008.00
19912614200041030000	6142 Group Health and Life Insurance	\$4,752.00
19923614200041030000	6142 Group Health and Life Insurance	\$14,256.00
19931614200041030000	6142 Group Health and Life Insurance	\$4,752.00
19933614200041030000	6142 Group Health and Life Insurance	\$4,752.00
19931614300041030000	6143 Workers' Compensation	\$398.00
19933614300041030000	6143 Workers' Compensation	\$315.00
19911614300041030000	6143 Workers' Compensation	\$1,200.00

19912614300041030000	6143 Workers' Compensation	\$387.00
19923614300041030000	6143 Workers' Compensation	\$1,155.00
19933614500041030000	6145 Unemployment Compensation	\$11.00
19911614500041030000	6145 Unemployment Compensation	\$40.00
19912614500041030000	6145 Unemployment Compensation	\$13.00
19923614500041030000	6145 Unemployment Compensation	\$39.00
19931614500041030000	6145 Unemployment Compensation	\$14.00
19911614600041030000	6146 Teacher Retirement/TRS Care	\$1,434.00
19912614600041030000	6146 Teacher Retirement/TRS Care	\$2,143.00
19923614600041030000	6146 Teacher Retirement/TRS Care	\$424.00
19931614600041030000	6146 Teacher Retirement/TRS Care	\$146.00
19933614600041030000	6146 Teacher Retirement/TRS Care	\$1,114.00
6100 Subtotal:		\$299,683.00

Personnel for Seminole Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubry, Vickie	Counselor Administrative Assistant		1.00
Flores, Cecilia	Administrative Assistant		1.00
Oats, Consuela	Aide	Special Education	1.00
Ritchey, Laura	Administrative Assistant		1.00
Stence, Lizzy	Nurse's Aide		1.00
Turner, Kimberlee	PEIMS Clerk		1.00

Title I

1: Comprehensive Needs Assessment

Goal 1.1.1.

Goal 2.1.3

Goal 3.1.2

2: Schoolwide Reform Strategies

Goal 1.2.2

Goal 2.2.1

Goal 4.2.3

3: Instruction by highly qualified professional teachers

Goal 1.1.4

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

Goal 2.1.1

5: Strategies to attract highly qualified teachers

Goal 1.1.4

Goal 2.1.5

6: Strategies to increase parental involvement

Goal 2.1.2

Goal 5.1.1

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

Goal 5.1.4

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

Goal 2.1.3

Goal 3.1.2

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

Goal 1.3.1

Goal 2.1.3

Goal 3.1.3

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

Goal 2.1.3

Goal 4.1.3

Goal 4.2.3

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Currie, Kara	Facilitator	Grand Central Station	1.0
Johnson, Jackie	Technology Integrator		1.0

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Local, Title I, Title II, Title II-D, ES					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Title VI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00