

**Godley Independent School District**  
**Godley Middle School**  
**2016-2017 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Currently there are 279 students enrolled at GMS as of October 20, 2015. Current PEIMS data breaks these students into the following Federal ethnicity groups:

- White (223/80%)
- American Indian (40/14%)
- Black (6/<1%)
- Asian (2/<1%)
- Other/Pacific Islander (8/<1%)

Current PEIMS information further breaks down the student body into the following sub-populations:

- 55% Economically Disadvantaged
- 56% At-Risk
- 12% Special Ed Identified
- 11% English Language Learners
- 5% Gifted and Talented

The percentage of Hispanic and ELL students is growing. The ELL population increased from 8% in 2014-2015 to 11% in 2015-2016. State ethnicity coding has our Hispanic rate at 24.7% for 2015-2016. This is an increase of 3% over 2014-2015.

More students are coming that have been identified as having Dyslexic tendencies. GMS continues to qualify as a Title I campus.

### Demographics Strengths

- 96.8% Attendance Rate
- Class size average for the secondary level is 14 compared to the state average of 19.8.

## Demographics Needs

- Increasing Hispanic population usually brings in more students with limited, or inadequate, English skills.
- Additional staff to expand elective offerings for a more diverse population.

## **Student Achievement**

### **Student Achievement Summary**

The 4 Tiers of the State Accountability System were reviewed. Tier 1 focuses on the 4 Performance Index Ratings. GMS Met Standard in all 4 indexes. Tier 2 focuses on Distinction Designations. GMS was recognized for achievement in Science. Tier 3 focused on System Safeguards. GMS met the System Safeguard target in 17 of 22 indicators. Tier 4 focused on the Community and Student Engagement and Compliance self rating. GMS was rated an Exemplary.

8th Student Success Initiative results were also reviewed. 91% of all 8th graders met the minimum standard on the STAAR Reading assessment. Students not meeting minimum passing standards appealed their retention and the GPC agreed to promote all students to the 9th grade.

Sixteen out of 283 students were required to attend summer school to earn passing credit in one or more core subjects. All 16 successfully completed summer school requirements to promote. Four students were ineligible to attend summer school and were retained in their current grade because of poor academic performance.

### **2015 STAAR Results Summary/State System Safeguards :**

#### Reading

All 84%, Hispanic 89%, White 82%, Economic Disadvantaged 79%

#### Math\* (Algebra I Scores only)

All 100%, White 100%,

#### Writing

All 66%, Hispanic 56%, White 69%, Economic Disadvantaged 53%

#### Science

All 75%, Hispanic 59%, White 79%, Economic Disadvantaged 64%

#### Social Studies

All 65%, Hispanic 56%, White 70%, Economic Disadvantaged 52%

State System Safeguards:

### **Performance**

Safeguards Met: All Students Reading, Math, Writing, Science, Social Studies; Hispanic Reading, White Reading, Math, Writing, Science, Social Studies; Economic Disadvantaged Reading and Science.

Safeguards Not Met: Hispanic Writing, Science, Social Studies; Economic Disadvantaged Writing and Social Studies.

### **Participation**

100% of participation system safeguard targets were met.

### **Federal System Safeguards:**

#### **Performance**

Safeguards Met: Hispanic Reading

Safeguards Not Met: All Students Reading & Math; Hispanic Math; White Reading & Math; Economically Disadvantaged Reading & Math; Special Education Reading & Math

#### **Participation**

All groups for Reading and Math met Participation Targets.

### **Student Achievement Strengths**

Reduction in the overall campus failure rate.

Implementation of GCS Lab has provided successful interventions and help improve student achievement.

Utilization of Lead4ward Resources to disaggregate student data.

Created a virtual data room to facilitate ease of access to student data and information.

Trained staff in the components of the state accountability system and what levels of student performance are needed to result in positive change.

### **Student Achievement Needs**

To improve Index Scores and Distinction Designation opportunities, a greater percentage of students must score in the Level III Advanced range on STAAR assessments.

To improve Index 2: Student Progress scores and Distinction Designation opportunities, a greater number of eligible students need to meet or exceed progress on STAAR Math and Reading assessments.

State and Federal System Safeguard Performance targets not met.

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

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

GMS has maintained a low turn-over rate each year. Most openings are due to retirement or inter-district transfer for advancement. The GMS teaching and paraprofessional staff are 100% Highly Qualified.

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

Very low staff turn-over rate for the campus.

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

Expanded elective options for middle school students will require the addition of teaching staff.



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

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

All core subjects will utilize Lead4ward Field Guides in their planning, teaching and assessing student mastery of the TEKS and specific Student Expectations for their subject. 7th grade ELA will also utilize the Empowering Writers curriculum. With the exception of 2 core teachers, all core teaching staff have been training in the implementation of the 8 Thinking Maps and an integration plan has been put into place for the 2015-2016 year. Additional content specific staff will be trained as Thinking Map Trainers. Focus will also be given to identifying critical Tier 2 vocabulary and directly teaching their meaning.

All students will maintain Learning Logs in their core subjects that identify key terms, vocabulary and concepts for each Readiness, Supporting and Process standard. These logs will be added to during the year and will become a review resource prior to state assessments. Information included in these logs will be from the Lead4ward Field Guides for each subject.

The campus grading policy has been revised to differentiate between Formative and Summative assessments. Grading percentages have been identified for each category and students are permitted to redo Formative assessments for full credit prior to their Summative assessment on that unit.

Teachers have identified, based on 2015 STAAR data, Focus Readiness Standards to obtain professional development to improve instruction for that standard. Highly tested process standards have also been identified and teachers have been encouraged to include these during instruction on a regular basis.

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

TEKS and Student Expectations training and instructional resources.

Technology resources readily available.

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

Professional development that addresses assessment at correct level and implementation of process standards.

New Math TEKS pushing down more higher level concepts from the high school to the middle school.

Expand elective options for middle school students.



## **Technology**

### **Technology Summary**

Hardware, software, and training have been provided to promote a 21st century learning environment on campus. Student instruction integrates a variety of technological resources as tools for learning such as desktops, Chromebooks, Google accounts, projection devices and distance learning/on-line curriculum. Teachers have received individualized and differentiated on-going professional development on the integration of these tools.

Information is communicated to the community utilizing various means of technology on a daily basis.

### **Technology Strengths**

Variety of hardware and software is provided when needed.

Assistance is provided when needed.

### **Technology Needs**

Families, especially Hispanic families, lacking internet or home computer access.

Students lacking skills developed in Computer Application class.

# Comprehensive Needs Assessment Data Documentation

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






# Goals

**Goal 1: GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.**

**Performance Objective 1:** Create Professional Learning Communities (PLC) that are flexible and adapt to the needs of the student.

**Evaluation Data Source(s) 1:** PLC sign-in sheets and meeting agendas. Review of campus academic goals and expectations and the overall percentage of goals met.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Each core-academic department will meet every 2 weeks to participate in Professional Development activities, plan, and discuss student progress with campus administrators, counselor, Academic Services staff.</p>	2, 3, 4, 8, 9	Campus Administration, Department Lead Teachers	Improved student performance			
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 2:** Reporting period and year-end passing rates for all students and sub-populations for each academic subject will meet or exceed 90%.

**Evaluation Data Source(s) 2:** Summary documents indicating the percentage of students passing/failing each academic subject broken down by all students and each sub-population.

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Performance lists will be created and students will be eligible for current and year-end recognition.</p>	2	Campus Administration and Staff, Classroom Teachers	Reporting Period Performance Lists indicate that performance is $\geq 90\%$ passing for all subjects and classes.			
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.</p>	1, 2, 3, 8, 9	Campus Administration, Core-subject teachers, ASL staff	ASL attendance and intervention logs; Passing rate evaluations reviewed at the end of each reporting period.			
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.</p>	1, 2, 3, 4, 8, 9	Campus administration, Thinking Map Trainers, Core-Subject Teachers	Teacher and students created examples of Thinking Maps, Passing rate evaluations reviewed at the end of each reporting period. Purchase Order for Thinking Maps Trainer Training for 4 Core-Subject Staff.			
						

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 3:** GMS will provide opportunities and financial resources for teachers to participate in Professional Development activities that will enhance student groups such as but not limited to All/White/Hispanic/Economically Disadvantaged/ESL/Bilingual/Migrant/Dyslexia/GT/SPED/Compensatory Ed students.

**Evaluation Data Source(s) 3:** Summary documents indicating the percentage of students passing/failing each academic subject broken down by all students and each sub-population. Tested subjects will also review objective performance by all students and each sub-population.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Financial resources will be allotted for staff to participate in approved Professional Development activities for personal growth and other activities identified to meet campus and district goals. This might include Lead4ward, Thinking Maps, Kilgo, Skyward, Project Based Learning, Technology and Innovation themed development opportunities. Allotted funds will cover registration, travel, meals and other related costs to attend staff development opportunities.</p>	1, 2, 3, 4, 5, 9	Campus Administration, Department Lead Teachers	Improved student academic performance.			
<p>Funding Sources: 199- SCE - \$11,456.00</p>						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 4:** All students and sub-populations will meet the following minimum passing standards for STAAR Assessments:

7/8 Math: 90% passing rate; 33% meet Level 3 Advanced; 85% of eligible students Meet and/or Exceed Progress; 33% of eligible students Exceed Progress

7/8 Reading: 90% passing rate; 39% meet Level 3 Advanced; 85% of eligible students Meet and/or Exceed Progress; 39% of eligible students Exceed Progress

8 Algebra I: 100% passing rate; 85% meeting Level 3 Advanced

8 Science/Social Studies: 80% passing rate; 20% meet Level 3 Advanced






7 Writing: 85% passing rate; 10% meet Level 3 Advanced

**Evaluation Data Source(s) 4:** 2017 GMS STAAR results

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Review 2016 campus STAAR data utilize Lead4ward tools identify Readiness Focus standards and professional development needs; Review individual student performance; Plan remediation groups; Establish instructional pacing chart that reflects identified strengths and weaknesses.</p>	1, 2, 3, 4, 8, 9	Campus Administration; Core-Subject Department Heads; Core-Subject Teachers	Lesson plans and pacing charts; Remediation Group Schedules and Sign In Sheets; 2017 STAAR Results.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.</p>	1, 2, 3, 4, 8, 9	Campus administration, Thinking Map Trainers, Core-Subject Teachers	Teacher and students created examples of Thinking Maps, Passing rate evaluations reviewed at the end of each reporting period. Purchase Order for Thinking Maps Trainer Training for 4 Core-Subject Staff.			








<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension.</p>	1, 2, 3, 8, 9	Campus Administration, Kristen Armstrong (Reading Interventionist)	Increase in test scores of participating students and improved academic performance in all subjects.			
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) All core subject will implement text-based instructional strategies, as appropriate, to increase the amount of text that students read, discuss, and write about during the instructional cycle. Teachers will also implement effective research-based instructional delivery models that emphasizes text-based instruction. Science and Social Studies teachers will also utilize common graphic organizers to prepare and write informational papers that are utilized by ELA teachers. All instructional activities will also include "Hi-Yield" strategies identified through mega-analysis of research.</p>	1, 2, 3, 4, 8, 9	Campus administration and core-subject teachers	Increase in test scores of participating students and improved academic performance in all subjects.			
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 5:** Communicate the opportunities of graduation plans, post-secondary and career readiness opportunities.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Schedule all 8th grade students not taking band in a Career Investigation class to assist them in exploring and choosing appropriate career paths. Band students will be rotated throughout the year during Academic Success to assist them in exploring and choosing appropriate career paths.</p>	1, 2, 7	Campus Administration	Student schedules			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						






**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 6:** System Safeguards standards will be met for All Students, Hispanic and Economically Disadvantaged on 2017 STAAR Assessments for Writing, Science, and Social Studies.

**Evaluation Data Source(s) 6:** 2017 GMS STAAR and Accountability results.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.</p>	1, 2, 3, 8, 9	Campus Administration, Core-subject teachers, ASL staff	ASL attendance and intervention logs; Passing rate evaluations reviewed at the end of each reporting period.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.</p>	1, 2, 3, 4, 8, 9	Campus administration, Thinking Map Trainers, Core-Subject Teachers	Teacher and students created examples of Thinking Maps, Passing rate evaluations reviewed at the end of each reporting period. Purchase Order for Thinking Maps Trainer Training for 4 Core-Subject Staff.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>3) 3) To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension.</p>	1, 2, 3, 8, 9	Campus Administration, Kristen Armstrong (Reading Interventionist)	Increase in test scores of participating students and improved academic performance in all subjects.			

<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) 4) All core subject will implement text-based instructional strategies, as appropriate, to increase the amount of text that students read, discuss, and write about during the instructional cycle. Teachers will also implement effective research-based instructional delivery models that emphasizes text-based instruction. Science and Social Studies teachers will also utilize common graphic organizers to prepare and write informational papers that are utilized by ELA teachers. All instructional activities will also include "Hi-Yield" strategies identified through mega-analysis of research.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Campus administration and core-subject teachers</p>	<p>Increase in test scores of participating students and improved academic performance in all subjects.</p>			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 7:** 2017 Special Education student's STAAR and academic performance will be consistent with the performance level of All Students and other Sub-Populations.

**Evaluation Data Source(s) 7:** 2017 GMS STAAR and Accountability results, grade performance review at the conclusion of each Reporting Period.

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.</p>	1, 2, 3, 8, 9	Campus Administration, Core-subject teachers, ASL staff	ASL attendance and intervention logs; Passing rate evaluations reviewed at the end of each reporting period.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.</p>	1, 2, 3, 4, 8, 9	Campus administration, Thinking Map Trainers, Core-Subject Teachers	Teacher and students created examples of Thinking Maps, Passing rate evaluations reviewed at the end of each reporting period. Purchase Order for Thinking Maps Trainer Training for 4 Core-Subject Staff.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>3) To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension</p>	1, 2, 3, 8, 9	Campus Administration, Kristen Armstrong (Reading Interventionist)	Increase in test scores of participating students and improved academic performance in all subjects.			

<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) All core subject will implement text-based instructional strategies, as appropriate, to increase the amount of text that students read, discuss, and write about during the instructional cycle. Teachers will also implement effective research-based instructional delivery models that emphasizes text-based instruction. Science and Social Studies teachers will also utilize common graphic organizers to prepare and write informational papers that are utilized by ELA teachers. All instructional activities will also include "Hi-Yield" strategies identified through mega-analysis of research.</p>	1, 2, 3, 4, 8, 9	Campus administration and core-subject teachers	Increase in test scores of participating students and improved academic performance in all subjects.			
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 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 1:** GMS will uphold Standards that are clear, attainable, and high so that students can experience challenges and success.

**Performance Objective 8:** GMS will provide financial resources for staff to purchase necessary basic supplies to meet federal, state, district and campus goals for co-curricular and extra-curricular activities.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Financial resources will be provided to purchase necessary basic classroom and office supplies to meet goals and objectives.	1, 2	Campus Administration and Department Lead Teachers	Completed Purchase orders			
Funding Sources: 199- SCE - \$76,120.00						
2) Financial resources will be provided for supplies and training materials, entry fees, student travel and meals, and other associated costs to participate in co-curricular and extra-curricular activities.		Campus Administration and Department Lead Teachers, Coaches, Directors and Sponsors	Student participation in co-curricular and extra-curricular activities.			
Funding Sources: 199- SCE - \$76,120.00						
<b>Critical Success Factors</b> CSF 1	1, 2	Campus Administration and Department Lead Teachers	Completed Purchase orders			
3) Financial resources will be provided to purchase technology based resources to provide, or supplement, classroom instruction.	Funding Sources: 199- SCE - \$76,120.00					
						

**Goal 2: GISD will incorporate a balanced and focused instructional setting.**

**Performance Objective 1:** Provide many opportunities for explicit instruction in content area, in both whole group and small group situations.

**Evaluation Data Source(s) 1:** Evidence seen in lesson plans, classroom observations, and walk-throughs.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Offer students choices of outcomes on assignments as appropriate.	2	Campus Administration, Classroom Teachers	Students will be able to choose their presentation medium (digital, print, etc.) for assignments.			
2) Explore and expand for a variety of classroom setups.	2	Campus Administration, Classroom Teachers	Students will report that they are experiencing a more relaxed and ultimately more focuses environment.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> 3) The campus library will meet the needs of 21st century students.	2	District Librarian and campus library paraprofessional.	Library evaluation of needs and strengths.			
						

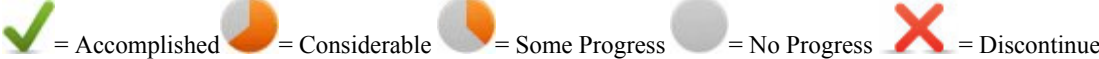


**Goal 2:** GISD will incorporate a balanced and focused instructional setting.

**Performance Objective 2:** Expand the concept of a flexible, focused learning environment with various choices for students.

**Evaluation Data Source(s) 2:** Evidence of various projects completed by students during academic success, Genius Hour, and/or Innovations classes.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
1) Offer students choices of outcomes on assignments as appropriate.	2	Campus Administration, Classroom Teachers	Students will be able to choose their presentation medium (digital, print, etc.) for assignments.			
2) Explore and expand for a variety of classroom setups.	2	Campus Administration, Classroom Teachers	Students will report that they are experiencing a more relaxed and ultimately more focuses environment.			
						

**Goal 2:** GISD will incorporate a balanced and focused instructional setting.

**Performance Objective 3:** All students will be scheduled into appropriate instructional settings that comply with state and local policies or the students IEP as appropriate.

**Evaluation Data Source(s) 3:** Master schedule, Individual student schedules

**Summative Evaluation 3:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) All 8th grade students will be scheduled into the following classes: ELAR, Math or Algebra I, American History, Science, Academic Success, Athletics or P.E., Fine Arts (Band) or Career Investigations. Students choosing band will be periodically exposed to Career curriculum during Academic Success.</p>	3, 4	Campus Administration; PEIMS clerk; Counselor	Individual Student Schedules; 2015-2016 Master Schedule			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) All 7th Grade students will be scheduled into the following classes: ELAR, Math, Texas History, Science, Academic Success, Athletics or P.E., Fine Arts (Band) or Elective (Innovations Class)</p>	3, 4	Campus Administration; PEIMS clerk; Counselor	Individual Student Schedules; 2015-2016 Master Schedule			
						

**Goal 3: GISD will empower students with the digital tools necessary to lead in tomorrow's world.**

**Performance Objective 1:** Develop internet literacy/ethics curriculum and educate staff and students on digital citizenship.

**Evaluation Data Source(s) 1:** Evidence through lesson plans, walk-through, surveys and observations. Student documentation in records.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Bi-annual Student Seminar to address Digital Citizenship held once each semester.</p>	2, 10	School Resource Officer; Campus Assistant Principal; Campus Counselor	Reduction in discipline referrals related to digital citizenship.; Reduction in number of inappropriate student internet searches.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** GISD will empower students with the digital tools necessary to lead in tomorrow's world.

**Performance Objective 2:** Develop and offer differentiated training for teachers and students which encourages a blended approach to teaching in a collaborative model.

**Evaluation Data Source(s) 2:** Teachers are using a blended approach in teaching. Survey teachers on technology training.

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide clear expectations from administrative/Technology staff for teachers in regards to "blended teaching".</p>	1, 4	Campus Administration; Technology Staff	Teaching staff will be able to explain and demonstrate "blended teaching" expectations.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide training for teachers and administrators, based on current level of proficiency, in technology applications and blended learning principles.</p>	4, 5	GISD Educational Technology Staff	Sign In Sheets for district technology training			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Provide training for students who need assistance and help getting familiar with the digital tools utilized on campus.</p>	2	GISD Educational Technology Staff; GISD Libraries	New students will be able to effectively utilize and demonstrate proficiency with digital tools used on campus.			
						

**Goal 3:** GISD will empower students with the digital tools necessary to lead in tomorrow's world.

**Performance Objective 3:** District will develop and implement Centers for Learning and Innovations. (CLI)

**Evaluation Data Source(s) 3:** 100% student participation and access district wide.

**Summative Evaluation 3:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Campus library will be renamed the campus CLI (Center for Learning and Innovation) and it's new focus will be to promote 21st century learning and Innovative teaching principles and provide a space for student collaboration.</p>	1, 2	District Innovation Director; Campus Administration; CLI staff	Students participating and demonstrating innovative learning principles.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** GISD will empower students with the digital tools necessary to lead in tomorrow's world.

**Performance Objective 4:** All students will individually be provided with a Chrome Book to use in core academic subjects each day, as appropriate. Other classroom technologies will also be made available and utilized by all students as appropriate.

**Evaluation Data Source(s) 4:** All core subject classes will have Chrome books carts with an adequate supply so that each student will have a Chrome book for their personal use during class.

**Summative Evaluation 4:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4 CSF 7</p> <p>1) All students will have an assigned Chrome Book to utilize each day.</p>	1, 2, 3, 6, 9	Technology Staff; Campus Administration	Lesson plans; Classroom walk-through documentation; Purchase orders for equipment			
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>						

**Goal 4: GISD will proactively plan and prepare for the growth of our community.**

**Performance Objective 1:** Core-subject and electives taught in a regular classroom or lab setting that exceed 25 students per class will be reviewed.

**Evaluation Data Source(s) 1:** Master schedule.

**Summative Evaluation 1:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Class size will be monitored and when class size begins to exceed 25 students in each class, requests will be made for additional personnel.</p>	1, 3, 5, 9	Campus Administration	Master Schedule, Campus Needs Assessment			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4:** GISD will proactively plan and prepare for the growth of our community.

**Performance Objective 2:** Expand student elective choices.

**Evaluation Data Source(s) 2:** Elective choices and staff added to master schedule.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) Poll student interest in various appropriate middle school elective options.</p>	1, 2	Campus Administration; District Administration	Survey Results; Courses added to master schedule			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						








**Goal 5: GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.**

**Performance Objective 1:** GMS will continue to introduce career options and make students aware of various post-secondary opportunities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) All 8th grade students will be enrolled or attend seminars, in a Career Investigation class to introduce them to a variety of career options and post-secondary educational opportunities.</p>	2	Campus Administration; Campus Counselor; Career Investigations Teacher	All students enrolled and are able to make informed scheduling choices for their 9th grade year.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 5:** GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

**Performance Objective 2:** Promote college and post-secondary education awareness.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Students and staff will participate in a weekly "College Awareness Day" to identify college options and to encourage students to begin to think about attending college as a post-graduation option. Every Wednesday has been designated as "C.A.D." and staff and students are encouraged to wear collegiate apparel.</p>	1, 2	Campus Administration and Campus Counselor	Student and staff's weekly participation.			






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

**Goal 5:** GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

**Performance Objective 3:** Students will be provided opportunities to participate in National assessments such as PSAT, SAT, and ACT, and to enroll in institutions of Higher Education.

**Evaluation Data Source(s) 3:** Number of students participating each year.

**Summative Evaluation 3:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) The campus counselor will work with students, parents, and teachers to identify eligible students to participate in national assessments, Duke Find, and other opportunities for post-secondary education.</p>	1, 2, 7	Campus Counselor	Number of identified students and those participating in various national assessments.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 5:** GISD will build and maintain regional and local partnerships to strengthen and broaden students' exposure to opportunities.

**Performance Objective 4:** Expose students to variety of career options.

**Evaluation Data Source(s) 4:** Lesson plans

**Summative Evaluation 4:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Provide opportunities during 8th grade Career Readiness class to explore career options by being exposed to guest speakers and career programs.</p>	1, 6, 7	Career Readiness class teacher, Campus Administration and Counselor	Several different career option presentations presented during the school year.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 6: GISD will utilize various forms of assessments and feedback to evaluate student performance and growth.**

**Performance Objective 1:** Provide students with timely constructive feedback on assessments to allow for growth and reflection on learning.

**Evaluation Data Source(s) 1:** Increased student performance and grades reflective of state assessments.

**Summative Evaluation 1:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Continue with campus grading policy requiring weekly formative assessments (Minor Grades) , that can be corrected for full credit, to prepare their child for summative assessments (Major Grades) related to the unit of study.</p>	1, 2, 8, 9	Campus Administration and Instructional Staff.	Improved academic performance.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 6:** GISD will utilize various forms of assessments and feedback to evaluate student performance and growth.

**Performance Objective 2:** The Administrative Team will provide effective leadership for the district by utilizing data-driven decision making, provide quality technical and program support and increase communication with staff, parents, and community.

**Evaluation Data Source(s) 2:** Student growth will be evident in data and program evaluations.

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.</p>	1, 2, 8, 9	Campus Administration and Department Lead Teachers	Lists, charts, and graphs that teachers utilize to make instructional decisions; 2016 STAAR results and year-end academic progress.			
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>2) Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.</p>	1, 2, 8, 9	Campus Administration and Department Lead Teachers	Lists, charts, and graphs that teachers utilize to make instructional decisions; 2016 STAAR results and year-end academic progress.			
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>						

**Goal 7: GISD will utilize a system that promotes accountability and transparency to ensure our actions align with our core beliefs.**

**Performance Objective 1:** Schedule at least two campus-wide informational meetings, with 1 scheduled prior to the start of the new school year, to disseminate important information and review procedures to ensure student success.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Schedule pick up and informational dissemination meeting scheduled prior to the 1st day of class.</p>	1	Campus Administration and Staff	Students arrive to school on the 1st day with schedule, planner, and supplies ready to learn.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Schedule and Curriculum and Innovation Open Houses. Innovated practices will be discussed as well as hosting a bell ringer so that parents can follow their child's schedule and be made aware of curriculum expectations and how their child can obtain assistance.</p>	1, 2, 9	Campus Administration and Staff	Parent Sign In Sheets; Improved academic performance			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 8: GISD will provide a safe, clean, well-maintained and orderly environment.**

**Performance Objective 1:** GISD will adhere to the principles of a Safe and Drug-Free School District and will not condone or tolerate acts concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school, on school grounds, in school vehicles, or at school sponsored events.

**Evaluation Data Source(s) 1:** Number of reports received concerning violence, harassment, or bullying.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) All staff trained and will report any incidents that are identified as "Bullying" in accordance with the district's Bullying Prevention Policy.</p>	4	Campus Administration, Campus Counselor, Staff, School Resource Officer	Discipline referrals; Incident reports			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) All staff trained and will report any incidents that are identified as "Bullying" in accordance with the district's Bullying Prevention Policy.</p>	4	Campus Administration, Campus Counselor, Staff, School Resource Officer	Discipline referrals; Incident reports			
<p>3) All staff will participate in Crisis/Emergency Preparedness Training, activities, and drills on a regular basis.</p>	10	Campus Administration, School staff and students, School Resource Officer	Regular participation in drills and training.			
<p>4) GMS will staff a licensed nurse to be the first point of contact regarding student health records, Fitnessgram, maintain the nurse's office and administer medication to students as prescribed by a physician.</p>	2, 3	Campus Nurse, GISD Administration	Student sign-in documentation and Skyward records			
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) The campus will address and inform the district of safety needs and concerns, including safety and prevention measures that need to be repaired, regarding the the physical plant of the facility.</p>	1, 10	Campus Administration and staff, District custodial and maintenance directors	Decrease in student incidents, Repair documentation,			
						



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Each core-academic department will meet every 2 weeks to participate in Professional Development activities, plan, and discuss student progress with campus administrators, counselor, Academic Services staff.
1	2	2	Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.
1	2	3	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.
1	3	1	Financial resources will be allotted for staff to participate in approved Professional Development activities for personal growth and other activities identified to meet campus and district goals. This might include Lead4ward, Thinking Maps, Kilgo, Skyward, Project Based Learning, Technology and Innovation themed development opportunities. Allotted funds will cover registration, travel, meals and other related costs to attend staff development opportunities.
1	4	1	Review 2016 campus STAAR data utilize Lead4ward tools identify Readiness Focus standards and professional development needs; Review individual student performance; Plan remediation groups; Establish instructional pacing chart that reflects identified strengths and weaknesses.
1	4	2	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.
1	4	3	To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension.
1	4	4	All core subject will implement text-based instructional strategies, as appropriate, to increase the amount of text that students read, discuss, and write about during the instructional cycle. Teachers will also implement effective research-based instructional delivery models that emphasizes text-based instruction. Science and Social Studies teachers will also utilize common graphic organizers to prepare and write informational papers that are utilized by ELA teachers. All instructional activities will also include "Hi-Yield" strategies identified through mega-analysis of research.
1	6	1	Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.
1	6	2	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.

Goal	Objective	Strategy	Description
1	6	3	3) To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension.
1	7	1	Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.
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3	4	1	All students will have an assigned Chrome Book to utilize each day.
6	2	1	Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.
6	2	2	Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Each core-academic department will meet every 2 weeks to participate in Professional Development activities, plan, and discuss student progress with campus administrators, counselor, Academic Services staff.
1	2	2	Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.
1	2	3	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.
1	3	1	Financial resources will be allotted for staff to participate in approved Professional Development activities for personal growth and other activities identified to meet campus and district goals. This might include Lead4ward, Thinking Maps, Kilgo, Skyward, Project Based Learning, Technology and Innovation themed development opportunities. Allotted funds will cover registration, travel, meals and other related costs to attend staff development opportunities.
1	4	1	Review 2016 campus STAAR data utilize Lead4ward tools identify Readiness Focus standards and professional development needs; Review individual student performance; Plan remediation groups; Establish instructional pacing chart that reflects identified strengths and weaknesses.
1	4	2	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.
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1	6	1	Students not responding successfully to classroom interventions will be permitted to seek content assistance from the Academic Services Lab. This lab will include the Grand Central Station learning lab and Content Mastery.
1	6	2	All core-subject teachers will attend Thinking Map training and implement the 8 Thinking Maps in their curriculum. Emphasis will also be placed on Tier 2 Vocabulary Direct Instruction. Expand the number of trained Thinking Maps trainers on campus from 1 to 5.

Goal	Objective	Strategy	Description
1	6	3	3) To increase overall reading comprehension, targeted students will be pulled out for small group, or individual reading instruction that focuses on improving fluency and reading comprehension.
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3	4	1	All students will have an assigned Chrome Book to utilize each day.
6	2	1	Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.
6	2	2	Utilize Lead4ward resources to break down and analyze student data to make informed instructional decisions.

# State Compensatory

## Budget for Godley Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 11 6112 00 041 0 30 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199 E 11 6119 00 041 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,261.00
199 E 11 6129 00 041 0 30 000	6129 Salaries or Wages for Support Personnel	\$20,062.00
199 E 11 6141 00 041 0 30 000	6141 Social Security/Medicare	\$715.00
199 E 11 6142 00 041 0 30 000	6142 Group Health and Life Insurance	\$5,786.00
199 E 11 6143 00 041 0 30 000	6143 Workers' Compensation	\$232.00
199 E 11 6144 00 041 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,084.00
199 E 11 6145 00 041 0 30 000	6145 Unemployment Compensation	\$103.00
199 E 11 6146 00 041 0 30 000	6146 Teacher Retirement/TRS Care	\$1,686.00
<b>6100 Subtotal:</b>		<b>\$62,929.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6399 00 041 0 30 000	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$1,000.00</b>

**Personnel for Godley Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly Walker	Instructional Aide	Intervention	1.0
Leslie Young	Teacher	Intervention	.50

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Young	Teacher	Intervention	.50