

**Spring Branch Independent School District**  
**Memorial Middle School**  
**2016-2017 Campus Improvement Plan**



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

Memorial Middle School has nearly 1,400 students representing six different ethnicities and a variety of socioeconomic groups. Males slightly outnumber females.

Total Number of enrolled as of 12/6/16 = 1,381

#### Ethnicity:

White - 63.36%

Asian - 20.78%

Hispanic/Latino - 11.8%

Two or more - 2.75%

Black - African American - 1.16%

American Indian - Alaskan Native .14%

#### Socio-Economic:

At-risk 17.23

Limited English Proficient 6.01%

Econ. Dis. 4.56

Immigrant 4.20%

Title 1/Homeless .14%

Sheltered status - .14%

Doubled Up - .14%

Foster care .14%

Gender:

Male - 50.25%

Female - 49.75%

Special Education

Almost half of Memorial Middle School's special education population is in mainstream classrooms. Autism and other health impairments account for roughly 2/3 of the special education students.

Mainstream 43.64%

Resource Room 32.73%

Autism - 41%

OHI (Other Health Impairment) 27%

Intellectual Disability 9%

Learning Disability 9%

Speech Therapy 9.09%

Self-Contained 14.55%

### Mobility Rate

MMS has a low mobility rate of 4.5%. A consistent curriculum across schools, statewide, assists these students by ensuring continuity for mobile students in Texas.

### Dropout Rate and Completion Rate

There is a 0% dropout rate among MMS students.

### At-Risk Population

17.23% of students are considered at risk.

### Special Education Referrals

58 students (approximately 4% of the student body) were referred for special education services.

From total student count (58):

White - 74%

Asian - 13.7%

Black or African American 5%

American Indian or Alaskan Native - 3.6%

Attendance Rate - 97.7% (2014-2015)

Hispanic - 9%

African American - 1.5%

Asian - 20%

American Indian - .02%

2 or more races - 2%

Average class size

Across all classrooms, the average class size is 20 students.

by subject:

Foreign Language - 29.4 students/class

Science - 16.5 students/class

### **Demographics Strengths**

- High attendance percentage across all demographics.
- Mobility rate is low.

## **Student Achievement**

### **Student Achievement Summary**

MMS historically performs at a very high level with the majority of students experiencing academic success. Across all indices on the 2015 STAAR, MMS exceeded the benchmark. In 2015-2016, MMS students scored above 90% in each of the safeguard score targets. Over 100 students will be inducted into NJHS for the 17-18 SY. Access to GT and Pre-AP courses have increased since 15-16 SY. Historically, students performed at a highest in Math with growth needed in ELA, Science, and SS.

### **Student Achievement Needs**

#### Student Achievement Needs

- Advanced standard percentages are the lowest across all departments
- Earned 3 out of 7 possible distinctions
- Did not earn a distinction in ELA, Science, SS, and Top 25 Percent Student Progress
- Across all subjects SPED, Economic Disadvantaged, and ELL score far below other sub groups. This trend continues and is most drastic in Writing, Science, and SS.
- In ELA/Reading, 1 of 6 criteria were in Q1 (STAAR 2015 results)
- In Science, 1 of 2 criteria were in Q1 (STAAR 2015 results).
- In SS, 1 of 2 criteria were in Q1 (STAAR 2015 results).
- In Top 25% in Student Progress MMS ranked 20 according to other like schools.

## School Culture and Climate

### School Culture and Climate Summary

#### Safety

Memorial Middle School is located in a residential neighborhood, not far from an interstate highway. Effective procedures are in place to promote safety of the students and staff at all times. School buildings are accessed through building entrances or gates within perimeter fencing. With the exception of the front entrance, all other entrances and gates are locked except for arrival and dismissal times. In the summer of 2016, measures were taken to strengthen security at the school. A protective glass wall was installed inside the main entrance in order to direct all visitors through the main office. Similarly, fencing was installed between the 8<sup>th</sup> grade building and the gym building in order to prevent open and direct access to the 8<sup>th</sup> grade building.

#### Discipline

Disciplinary policies and practices at Memorial Middle School are effective in increasing appropriate behavior and addressing incidences of inappropriate behavior. Analysis of discipline data indicates that Memorial Middle School has a low incidence of referrals for disciplinary action (5.1% of students). The primary incident types are cheating and insubordinate behavior with an increase in the number of referrals from sixth grade to eighth grade. There are no cases of students being sent to Disciplinary Alternative Education Programs (DAEP) or Juvenile Justice Alternative Education Programs (JJAEP).

#### Campus Activities

Memorial Middle School has a selection of campus activities available to engage students and promote wide-spread student participation. Activities for students during the school day include the Student Council, the National Junior Honor Society, the Spelling Bee, the Geography Bee, and the Eagle Readers Book Club. After-school activities that would enable students to develop other interests are limited.

#### Bullying

Memorial Middle School fosters an environment of tolerance and cooperation. Conflict-free resolution and appropriate communication are actively promoted through periodic presentations to the student body by counselors. In addition, the school partners with initiatives such as No Place for Hate and Rachel's Challenge and encourages student participation in the associated activities.



## **School Culture and Climate Strengths**

### School Culture & Climate Strengths

- Effective procedures are in place to promote safety for students and staff.
- Minimal number of disciplinary referrals.

## **School Culture and Climate Needs**

### School Culture & Climate Needs

- Students may benefit from a number of after-school activities (eg. Robotics Club).

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

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

Currently, Memorial has 100% highly-qualified teachers and 100% highly-qualified paraprofessionals. Teachers are hired based on their university

Certifications; they're also recruited through the various alternative certification programs. Instructional paraprofessionals must meet a minimum number of college credits before being hired. In order to help retain teachers and increase the quality of teaching, professional development is offered. Support is also offered to teachers through the utilization of mentors. Many of the teachers stay for long periods of time, and students even come back to teach here after college. The staff is very tight-knit and cohesive, so new teachers get taken under the wings of veterans in order to make them feel supported and heard.

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

- New teachers get a mentor teacher that's there for them throughout their first year.
- New teachers get an orientation day at MMS in which they get a tour, meet the other new teachers, and get to raid the "T-shirt closet"
- New teachers are introduced to the staff in fun and engaging ways
- Teacher retention
- Trainings take place during staff meetings at regular intervals
- Teacher book club brings together teachers from all disciplines as well as other faculty. It even has retired teachers that come to meetings for years after they retire
- Departments meet monthly to help keep teachers abreast of the happenings around campus, discuss district initiatives, and give teachers a chance to voice their opinions and concerns
- All teachers are trained in new district and state initiatives such as itslearning and T-TESS
- 100% of all English/Language Arts teachers are ESL-certified and most of them are GT-trained
- One-on-one meetings with administration when problems occur
- Teachers attending staff development – online classes, in-district trainings, conferences (i.e. Abydos Reading, Writing, and Grammar)
- Teachers are placed in teams and learning strategies of successful teachers are shared, which helps encourage collaboration through shared success stories

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

- Need skills specialists to model teach, co-teach and help with lesson planning and other classroom issues
- Implementation of strategies learned at staff development within lessons; teams would share with their entire department at monthly meetings
- Clearly-stated expectations of job requirements/duties (duty stations should have clearly-stated expectations)

- Enforcement of all procedures/policies uniformly (consistency among grade-level principals is needed because teachers have a completely different experience depending on who their assistant principal is)
- Communication between staff members, especially from administration to the staff

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

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

Campus curriculum is aligned with district curriculum and state TEKS in each content area. MMS uses standardized assessment data to measure the impact of curriculum. Teachers meet before or after school to collaboratively design lessons and assessments. Lesson plans are checked by grade level administrators. STAAR scores indicate that the majority of MMS students outperform other district and state schools. MMS uses local, district, and state designed assessments to measure student performance. Based on these assessments MMS needs to close the achievement gap between White students and other subgroups (specifically, African American, Latino, Asian, and Homeless students). MMS faculty set instructional goals at the beginning of the T-TESS process. New opportunities for teacher growth are available to all faculty (e.g. peer feedback, Teaching and Learning Committee, Instructional Rounds). STAAR distinctions were earned for Math, Closing Performance Gaps, and Postsecondary Readiness.

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

- Compared to like schools, MMS ranks #3 for closing the performance gap.
- 3 STAAR distinctions earned (math, closing the performance gap, post-secondary readiness)
- Math and Reading labs offered for struggling students
- Before and after school tutorials are offered to all students
- MMS outperforms all district middle schools as well as many state middle schools
- 30% of students are GT
- PLC pilots in ELA and Math
- Department Chairs participate in Instructional Rounds
- Teaching and Learning Committee investigates instruction, assessment, and unit planning strategies to pilot before building-wide initiatives are rolled out

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

- Common planning for core classes (electives if possible)
- School-wide implementation of Professional Learning Committees.
- Systematic and school-wide RTI interventions at each level (1,2,& 3)
- Differentiated PD for teachers
- PLC PD
- PD for gen-ed teachers in implementing robust SPED curriculum with accommodations
- Regular progress tracking to inform interventions



## **School Context and Organization**

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

Memorial Middle School is organized by departments and then is further sub-divided by grade levels. There are nine departments: math, science, English, social studies, technology applications, fine arts, foreign language, physical education, and special education.

Inclusion teachers are assigned in all core subjects to work in co-taught and support facilitated classes. There is a PASS program, as an alternative to special assignments class, provided for students that have been diagnosed as emotionally disturbed. For students with special needs and an intellectual disability, there are Basic classes that use software and other individualized programs to help students work at their own pace.

The four core classes (ELA, math, science and social studies) are starting professional learning communities. All teachers are responsible for tracking student progress - either through the district and state assessments or through classroom assessments.

All classes are 46 minutes, with the exception of sixth and 7<sup>th</sup> grade Language Arts; these classes are 90-minute blocks divided by a five-minute break. Campus goals are in alignment with district goals. Every month, the CIT meets in order to discuss campus strengths and needs and consider how we can impact the overall progress of the campus. Changes are assessed by the campus leadership and the Campus Improvement Team to ensure alignment with the district and campus plans.

Our map and physical environment reveal a focus on instruction. Core-area teachers are put near each other to encourage collaboration and growth amongst the faculty.

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

- Goals, performance objectives, and strategies are communicated through faculty and grade-level meetings
- Organization of school with specific process maps
- Teachers collaborate and mentor new and incoming teachers
- Extracurricular clubs are established that allow students academic passions in order to thrive
- Departments examine data in order to determine intervention plans

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

- Meeting the needs of low socioeconomic students, students with special needs, and English Language Learners
- Student needs for class and intervention

- Teacher monitoring of student progress in all classes
- PLCs for core content areas
- Administration needs to survey each department to make sure that needs are being addressed
- Content/grade-level teachers need common planning time in order to maximize collaboration and academic growth

# Technology

## Technology Summary

At Memorial Middle, all teachers have access to ActivBoards and laptops with flipchart software that can be used in class to show visuals, information, and examples, and to allow students the chance participate in interactive lessons. Teachers can also augment their lessons with portable technology carts (computers, iPads, notebooks) that they may reserve through their department or the library as they need them. In addition to access to computers through their classes, students may access the district WiFi either on the SBISD network or sbisd-guest network by using their SBISD login credentials. Students may also use the library's bank of computers during activity or before or after school for personal or school work. Parents in the community support needs of the school by helping to purchase new technology.

## Technology Strengths

### School Context and Organizational Strengths

- Teachers and students have wide access to Internet, computers, iPads, and other technology during the school day
- Teachers and students have on-site technology support during the day and district support outside school hours
- Teacher technology training offered through district and at campus level
- Students can research sources through library -- district vets and subscribes to certain databases
- Teacher-made lessons and units submitted through departments and EdTech

## Technology Needs

### School Context and Organizational Needs

- Technology ages quickly and isn't replaced or is difficult to replace
- Updates pushed to computers through district don't always work, sometimes hinder functionality
- Teacher and student access isn't consistent (WiFi issues, login issues)



# Comprehensive Needs Assessment Data Documentation

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

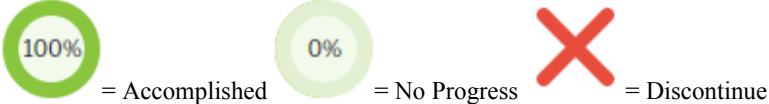
# Goals

**Goal 1: Memorial Middle School will earn 4 or more distinctions performing at the 2016-2017 STAAR phase-in standards.**

**Performance Objective 1:** MMS must continue to maintain high expectations as new performance standards will continue to rise. This will also increase the expectations for performance for our Economically Disadvantaged, ESL, and SPED students.

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

**Summative Evaluation 1:** Met Performance Objective




Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Teachers will use data from 2015-2016 school year to make appropriate adjustments in instruction. Teachers will utilize 11 Tools in their classrooms to promote critical thinking, Bloom's higher-level thinking skills, and 21st Century learning skills. The implementation of technology into lessons will help promote problem or project based learning.</p>	<p>Administrators Teachers Librarian</p>	<p>Lesson Plans, Observations, Team Planning, Walkthroughs, Peer Reviews, and Tuesday All Staff Meetings.</p>			
					

**Goal 2: 82% of Memorial Middle School students will successfully complete an advanced (Pre-AP) course with a grade of a 'C' or higher.**

**Performance Objective 1:** MMS will maintain high expectations for all students by increasing rigor and participation in Pre-AP courses. This will give students a more solid foundation for high school and postsecondary readiness.

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

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) Teachers will analyze test scores and past grades in order to identify students who have the potential to be in Pre-AP courses. Counselors and Teachers will encourage students to remain in Pre-AP classes even if their grade is a C.</p>	Counselors Teachers	Testing Data Grades AP Potential Report Administer 8/9 PSAT to 8th Grade Students			
<p style="text-align: center;">  = Accomplished                           = No Progress                           = Discontinue                 </p>					

**Goal 3: To remain in compliance with Federal and State law.**

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All strategies will be implemented.




**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6</p> <p>1) Conduct annual program evaluation (CATE, G/T, LEP, Safe &amp; Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	Principal & APs	<p>Conduct needs assessment</p> <p>Analyze student performance data by subgroup</p> <p>Determine needs of the program.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p>	Principal  Testing Coordinator	<p>8th grade STAAR results</p> <p>Accelerated instruction plans monitored</p> <p>Schedule for remediation</p> <p>Parent reports</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) TECHNOLOGY - Provide professional development opportunities to build capacity of staff to integrate technology effectively (itsLearning).</p>	Campus-Teacher tech experts  Principal	Ms. Stewart presents every third week to staff on itsLearning.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Promote parent and community involvement in drug and violence prevention programs/ activities.</p>	Counselors  PTA board  Nurse	<p>Red ribbon week</p> <p>PTA guest speakers</p>			

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Provide professional development based on level of expertise and need in the following areas:  * Bullying Prevention  * Violence/conflict resolution  * Resiliency/Developmental Assets  * No Place for Hate  * CSHAC  * SEL  * Mental Health</p>	<p>Counselors</p> <p>APs</p>	<p>Agendas</p> <p>Sign-in sheets</p> <p>Promotional materials</p> <p>Event registrations</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) SPECIAL EDUCATION -  *Monitor LRE ratio.  *Develop campus capacity to support inclusive programming for students with disabilities.  *Evaluate campus LRE ratio.</p>	<p>Diagnostician</p> <p>Principal</p>	<p>SPED failure rates</p> <p>SPED teacher inclusion logs</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p>	<p>Principal &amp; APs</p> <p>Diagnostician</p> <p>SPED teachers</p>	<p>ARD agendas</p> <p>State achievement results</p> <p>Adjustments made based on ARD results</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>	<p>Principal &amp; APs</p> <p>Diagnostician</p>	<p>Department agendas</p> <p>Staff meeting agendas</p>			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Summer School Computer assisted instruction includes: Compass,, Larsens Math, Fast Math, etc...</p>	Principal & APs	Schedule illustrating intervention programs			
	<p>Progress reports</p> <p>Funding Sources: 199 - General Fund: SCE (At-Risk) - \$600.00</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p>	Principal  Culture and Climate Team	Training agendas  Recognition events & awards			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>11) TITLE II, A - Provide professional development that increases knowledge and skills.</p>		Instructional rounds notes  PLC education and meetings  Learning cycle data			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>12) Teachers/Administrators/Staff will develop understanding of the T-TESS framework.</p>	Principal & APs	Tuesday staff meeting agendas  T-TESS records  Learning cycles			
<p>13) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>14) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria.</p>	Principal & APs  Department chairs	Interview notes and recruitment efforts  Percentage of retained teachers			

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>15) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p>	<p>Principal &amp; APs</p> <p>PTA Board</p>	<p>Parent night agendas</p> <p>PTA agendas</p>			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>16) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p>	<p>Principal</p> <p>Counselors</p> <p>Nurse</p>	<p>Curriculum</p> <p>After school program outlines</p> <p>Agendas</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need.</p>	<p>Principal</p>	<p>Sign-in sheets, agendas, and materials from GT training.</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>18) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p>	<p>Principal &amp; APs</p> <p>GT Coordinator</p>	<p>Evaluation notes</p> <p>Observation notes</p>			
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>19) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p>	<p>Principal &amp; APs</p> <p>GT Coordinator</p>	<p>Evaluation documents</p> <p>Parent agendas and sign-in sheets</p>			

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>20) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ul> </li> </ol>	Principal  CSHAC members	CSHAC Agendas  CIP			
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>21) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p>	Principal  PTA Board	Completed Home/School Compact			
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>22) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights'</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title I participation</li> <li>*Offer a flexible number of meetings.</li> </ul>	Principal  PTA	Parent Title I Agenda			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use data from 2015-2016 school year to make appropriate adjustments in instruction. Teachers will utilize 11 Tools in their classrooms to promote critical thinking, Bloom's higher-level thinking skills, and 21st Century learning skills. The implementation of technology into lessons will help promote problem or project based learning.
2	1	1	Teachers will analyze test scores and past grades in order to identify students who have the potential to be in Pre-AP courses. Counselors and Teachers will encourage students to remain in Pre-AP classes even if their grade is a C.

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Daniel Bauer	Principal
Classroom Teacher	Mauri McCall	Speech
Classroom Teacher	Denise Nygard	Math
Classroom Teacher	Amy Servat	LA
Classroom Teacher	Wendy Smith	Tech
Parent	Aimee Dodson	
Parent	Angie Frederickson	
Parent	Suzanne Stiles	

## Campus Funding Summary

<b>199 - General Fund: SCE (At-Risk)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	9	At-Risk	6399	\$600.00
<b>Sub-Total</b>					\$600.00
<b>Grand Total</b>					\$600.00