

Garland Independent School District
Watson Technology Center
2018-2019 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance.
2. 24% of all ELL students met the master level standard on 2018 STAAR reading.
3. 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing.
4. 82% of all students met the approaching level standard on 2018 STAAR science.
5. Black or African American students are assigned Out of School Suspension 5 times more often than all other students.

Student Achievement Strengths

Overall strength in approaching level on all exams.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 2: 24% of all ELL students met the master level standard on 2018 STAAR reading. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 3: 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 4: 82% of all students met the approaching level standard on 2018 STAAR science. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student.

Knowing what each student needs.

Problem Statement 5: Black or African American students are assigned Out of School Suspension 5 times more often than all other students. **Root Cause:** Root Cause-We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Focus

Focus Summary

Prioritize:

1. On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance.
2. 24% of all ELL students met the master level standard on 2018 STAAR reading.
3. 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing.
4. 82% of all students met the approaching level standard on 2018 STAAR science.
5. Black or African American students are assigned Out of School Suspension 5 times more often than all other students.

Focus Strengths

Overall performance in approaches level standard.

Problem Statements Identifying Focus Needs

Problem Statement 1: On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 2: 24% of all ELL students met the master level standard on 2018 STAAR reading. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 3: 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 4: 82% of all students met the approaching level standard on 2018 STAAR science. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Problem Statement 5: Black or African American students are assigned Out of School Suspension 5 times more often than all other students. **Root Cause:** We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 73.3% (grade 3), 64.5% (grade 4), 76.2% (grade 5) to 90% by 2025. (1819 interim goal = 74% (grade 3), 69.6% (grade 4), 81.3% (grade 5)).

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to ELL students proficiency levels), and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills. (Per the Texas Administrative Code (74.4).	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase in ELL student student performance level				
	Problem Statements: Focus 2 Funding Sources: 199 - State Comp Ed Funds - 4575.00						
2) Administrators and teachers will implement EL (English Learner) linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC).	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase in ELL student student performance level				
	Problem Statements: Focus 2						
3) Teachers will utilize data from DRA, EDL, MAP, ISIP and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs.	2.4, 2.5	Classroom teachers iTeam Administration	Increase in ELL student student performance level				

4) Interventionist will utilize small group, teacher-led instruction to specifically target and support individual student needs of identified students.	2.6	Interventionist Administration	Increase in student performance level				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

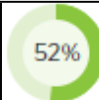
Focus
Problem Statement 2: 24% of all ELL students met the master level standard on 2018 STAAR reading. Root Cause 2: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 50.9% to 75% by 2025. (1819 interim goal = 51.4%)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will create student (all students; SPED, ELL, GT, At-Risk, African American, Hispanic, etc.) writing portfolios (Google) that include monthly writing samples (cross-curricular), student goal setting, and self-reflection and progress monitoring	2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in writing				
	Problem Statements: Focus 3						
2) Teachers will utilize small groups teacher-led instruction to specifically target and support individual student needs (all students; SPED, ELL, GT, At-Risk, etc.).	2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in writing				
	Problem Statements: Focus 3 Funding Sources: 6100 Payroll- Title I Funds - 3096.00						
3) Teachers will implement student goal setting (AVID and Imagine Learning strategies/ resources) to empower students (all students) to track their learning progress.	2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in writing				
	Problem Statements: Focus 3						
4) Teachers will monitor student (all students; SPED, ELL, GT, At-Risk, etc.) work (during small group instruction as well as the students who are working independently/in groups). Teachers will use systems such as Google Drive (student folder by grade level) for students to easily be able to submit work and receive feedback.	2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in writing				
	Problem Statements: Focus 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Focus

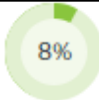
Problem Statement 3: 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing. Root Cause 3: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 67.7% to 76% by 2025. (1819 interim goal = 69%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPC, Monitoring Intervention LPAC, EOY LPAC).	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in writing				
	Problem Statements: Focus 1						
2) Principal, Assistant Principal, Parents, and staff will research, refine, and implement a variety of instructional strategies (state and local conferences/ professional development).	2.4, 2.5, 2.6, 3.1	Administration School Secretary	Increase student performance in all areas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Focus
Problem Statement 1: On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance. Root Cause 1: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 46.9% to 80% by 2025. (1819 interim goal = 47.6%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will teach academic vocabulary (Science) in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in all content areas				
	Problem Statements: Focus 4						
2) Teachers will engage in instructional planning meetings every 4-6 weeks, facilitated by the administration, to improve alignment, rigor, and engagement for all learners.	2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in science				
	Problem Statements: Focus 4 Funding Sources: 6100 Payroll- Title I Funds - 3096.00						
3) 2nd-5th grade teachers will utilize digital platforms (All in Learning) to engage students in daily checks for understanding, analyze student data, and inform reteach opportunities.	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in science				
	Problem Statements: Focus 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Focus
Problem Statement 4: 82% of all students met the approaching level standard on 2018 STAAR science. Root Cause 4: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3, 4, and 5 on STAAR Mathematics, will increase from 68.6% to 72.2% (grade 3), 50.5% to 51.3%. (grade 4), and 76.2% to 79.8% (grade 5) to 90% by 2025. (18-19 interim goal = 65%)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will design mini-lessons and activities driven by the MAP learning continuum to re-teach low performing TEKS and embed Tier 1 intervention support across all core content areas to accelerate learning within a 3 week window following administration of a unit assessment.	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in mathematics				
	Problem Statements: Focus 1						
2) Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st through 5th grade (Mathematics).	2.4, 2.5, 2.6						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Focus
Problem Statement 1: On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance. Root Cause 1: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 3.5% to 3% by 2019 and remain below the district goal of 35% by 2025.

Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers, Staff, and Administrators will design and implement a classroom (school) management plan that utilizes effective classroom management strategies (CHAMPS, Restorative Practices, and Love and Logic strategies).	2.5, 2.6	Classroom teachers iTeam Administration	Decrease in student incidents				
	Problem Statements: Focus 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

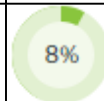
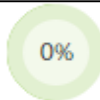
Focus
Problem Statement 5: Black or African American students are assigned Out of School Suspension 5 times more often than all other students. Root Cause 5: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Percent of parents participating in parent engagement opportunities [i.e., Parent PD Presentations, PTA sponsored events, Field Work/Trips, Parent-Student-Teacher Conferences, etc.) will increase to 50% by 2019 and 85% by 2025

Evaluation Data Source(s) 7: Parent sign-in sheets.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will implement student led conferences (fall and spring).	2.6, 3.1, 3.2	All Staff Students Parents	Increase in parent participation and engagement				
	Problem Statements: Focus 1, 2, 3, 4, 5 Funding Sources: 6300 Parent Involvement. Supplies T1 - 2015.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Focus
Problem Statement 1: On the 2018 STAAR math exam, 16% fewer of all students met the masters level standard of performance. Root Cause 1: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.
Problem Statement 2: 24% of all ELL students met the master level standard on 2018 STAAR reading. Root Cause 2: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.
Problem Statement 3: 79% (89% in 2017) of all students met the approaching level standard on 2018 STAAR writing. Root Cause 3: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.
Problem Statement 4: 82% of all students met the approaching level standard on 2018 STAAR science. Root Cause 4: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.
Problem Statement 5: Black or African American students are assigned Out of School Suspension 5 times more often than all other students. Root Cause 5: We are not teaching them in their L1 long enough. Low expectations and the assumptions that students “have it”. Seeing all ELL (the invisible students). Prescribed instruction student by student. Knowing what each student needs.

Goal 2: Magnet Funding Justification

Performance Objective 1: Magnet funding justification: Watson MST exists to prepare students for the future by providing innovative experiences, building positive relationships, and creating motivated learners.

100% of students will meet NWEA/MAP growth goal (BOY to EOY) 2025 (18-19 interim goal = 48.5%)

Evaluation Data Source(s) 1: STAAR spring administration testing data file (first-time testers only; accountability subset) and MAP/NWEA End of Year testing results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will implement STEAMschool, field trips (engaging experiences including Middle School transition), technology integration, and PBL (Project Based Learning).	2.4, 2.5, 2.6	Classroom teachers iTeam Administration	Increase student performance in mathematics and science	21%			
	Funding Sources: 199- Magnet Funds - 75000.00						
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue							

State Compensatory

Personnel for Watson Technology Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Corben Bloomfield	Counselor	LIGHT	3%
La'Taisha Stinnette	IST	At-Risk	14.28%
Melanie Gilson	IST	At-Risk	14.28%

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Cruse	Teacher Intervention Specialist	Title I	100%

Campus Improvement Team

Committee Role	Name	Position
Administrator	Candi Goodwin	Assistant Principal
Parent	Jessica Garza	Parent
Community Representative	Penny Conroy	Community Member
Business Representative	D Hakim Newkirk	Businessman
Classroom Teacher	Betsy Gonzalez	Teacher
Classroom Teacher	Jennifer Tinney	Teacher
Classroom Teacher	Emily Sires	Teacher
Classroom Teacher	Tammy Todd	Teacher
Classroom Teacher	Patrice Moses	Teacher
Non-classroom Professional	Delma Defoor	Librarian
Paraprofessional	Ashley Cornelius	Front Office Clerk
Parent	Roxy Martin	Parent
Community Representative	Leigh Anne Stocksdales	Community Representative
Classroom Teacher	Stephanie Naughton	Teacher
Administrator	Lakisha Culpepper	Principal
District-level Professional	Pam Holcomb	Technology Specialist
Community Representative	Tiffany Smith	Manager
Parent	Holly Frias	Student Nutrition Services
Community Representative	Brian Gaddis	Center Coordinator: Fields Recreation Center
Parent	Lateesha Thomas	Parent
Parent	Derek Perkins	Parent
Parent	Elizabeth Watson	Parent
Parent	Cristal Ortega	Parent
Community Representative	Marcia Warren	Church Secretary and Daycare Facilitator
Business Representative	Tiffany Bryant	Realtor

Non-classroom Professional	Pam Cornelius	Grandparent
Non-classroom Professional	Jackie Townsend	School Secretary

Campus Funding Summary

199 - State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	instructional resources and supplies		\$4,575.00
Sub-Total					\$4,575.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	2	2	payroll for small group instruction/intervention		\$3,096.00
1	4	2	payroll for small group instruction/intervention		\$3,096.00
Sub-Total					\$6,192.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	7	1	materials and supplies		\$2,015.00
Sub-Total					\$2,015.00
199- Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
2	1	1	materials, resources, and supplies		\$75,000.00
Sub-Total					\$75,000.00
Grand Total					\$87,782.00