

Dallas Independent School District

008 Justin F. Kimball High School

2019-2020

Accountability Rating: C



Mission Statement

The primary goal of Justin F. Kimball High School is to provide an environment that is safe, ethical and good for all students to be educated to become complex thinkers and life-long learners fully equipped with the tools to be successful in a global-economy.

Vision

Justin F. Kimball High School is committed to educating, exposing and motivating all students to strive for excellence. Our goal is to cultivate life-long learners who have a social conscience and responsibility, a passion for diversity, creativity, and respect for their community. We are a family that recognizes the value of relational partnerships and potential of empowering our students to discover their strengths. We believe all children can and will learn. We believe in setting high expectations and being accountable to each other and every action. We believe in being the catalyst for change. More importantly, we believe in stepping outside of the box.

Value Statement

"WE ARE ALL IN! WE DO W.I.N.!"

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2019

Demographics

Demographics Summary

Justin Ford Kimball High School was established in 1958, making it 61 years old. Kimball is a comprehensive 9th-12th grade Title I campus located in Dallas, TX in the Dallas ISD school system. The purpose of this improvement plan is to focus on the 2019-2020 school year by using demographic data from May 2019. The current student enrollment at Kimball High School is 1372, which slightly decreased from the 2018-2019 school year enrollment of 1454. Data taken from MyData Portal in May 2019 indicates that the Hispanic student group is the largest population with 923 students. The African American student group is the second largest with 423 students. The American Indian, White, and Hawaiian student groups are the smallest with a total of 22 students. There are 4 students classified as Multi-Race students. Out of the 1372 students enrolled, 78% are listed as Economically Disadvantaged, 8% are in the Gifted and Talented program, 10% receive Special Education services, and 20% are classified as ESL students. According to the 17-18 TAPR report, Kimball High School has a mobility rate of 22% mobility rate which is slightly higher than the district and state rates of 20% and 16% respectively. Attendance rates have increased from 93% in 2015-16 to 94.5% at the end of 2017-18. Our teaching staff is highly qualified and continue to be grown through professional development and learning institutes in efforts to gain dual certifications.

STUDENT ENROLLMENT (As of June 12, 2019)

GRADE LEVELS:	ENROLLMENT	STUDENT ETHNIC COMPOSITION (TOTAL):	
9	404	Hispanic	67.3%
10	361	African American	30.8%
11	297	White	0.7%
12	310	Asian	0%
Total Number of Students	1372	American Indian	0.8%
		National Hawaiian/ Pacific Islander	0.1 %
		Multi-Race	0.3 %

GRADE LEVELS:**ENROLLMENT****STUDENT ETHNIC COMPOSITION (TOTAL):**

Not Reported		0 %
Total Students	1372	100%

STAFF (As of June 12, 2019)**Campus Professional Staff**

Teachers	85
Administrators	5
Counselors	4
Nurses	1
Librarians	1

(Add as needed)

TOTAL PROFESSIONAL STAFF: 96**TOTAL SUPPORT STAFF: 30****TOTAL STAFF: 126****Campus & Support Staff**

Food Services	12
Custodians	7
Maintenance	
Office Managers/Clerks	5
Security	2
Other Support	4

Demographics Strengths

- Justin F. Kimball High school benefits from a diverse population with students in each subgroup: Hispanic, African American, American Indian and White.
- Kimball has been able to attract and retain highly qualified, high achieving teachers who implement best practices to ensure academic success for all students.
- Based on the TAPR report, 39.4% of teachers have 1-5 years of experience 10.4% of teachers have 6-10 years of experience, 26.2% have 11-20 years of experience, and 19.7% have greater than 20 years of experience.
- The number of parents that participated in the Parent Survey increased from participants in 2017-2018 to in 2018-2019.
- % of our parents indicated that the school was excellent/good which was an increase from % in 2017-2018.
- % of the staff rated Kimball excellent/good which was an increase from % in 2017-2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special populations continue to increase causing low academic achievement. **Root Cause:** ELL students have been out of school for a year or more and have not been in school since elementary.

Student Academic Achievement

Student Academic Achievement Summary

All teachers, counselors, and administrators hold students to a high expectations. With regards to academic performance, we continue to make gains but there is still much work to be done in getting the majority of our students at high mastery levels.

English Overall:

STAAR English I EOC: Of all test takers, 56.4% passed.

STAAR English II EOC: Of all test takers, 61.8% passed.

Math Overall:

STAAR Algebra I EOC: Of all test takers, 79.1% passed.

Science Overall:

STAAR Biology EOC: Of all test takers, 97.1% passed.

Social Studies Overall:

STAAR US History EOC: Of all test takers, 93.9% passed.

STAAR Level III Advance Performance:

English I: 1.2% of all students received a Masters Grade Level indicator

English II: 0 % of all students received a Masters Grade Level indicator

Algebra I: 22% of all students received a Masters Grade Level indicator

Biology: 12.5% of all students received a Masters Grade Level indicator

US History: 33.3%of all students received a Masters Grade Level indicator

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on

state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

Domain 1: Student Achievement - _ (state target score = 60)

Domain 2: School Progress, Part A - _

Domain 2: School Progress, Part B- _

Domain 3: Closing Performance Gaps - _

Performance in the domains resulted in Justin F. Kimball receiving a "Met Standard" rating from the Texas Education Agency.

Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing All-In-Learning and Performance Matters. This program allows for data analysis through ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance during i-Prep. Monday-Thursday, teachers pull students for i-Prep intervention groups. In addition, performance data is compared by class, campus, district and state (Campus assessments, common assessments, STAAR, TELPAS etc.). Monitoring students performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The longitudinal STAAR data indicates a need for a greater focus in SpEd and in English Language Arts. Therefore, this year, SpEd teachers were required to attend PLC meetings and collaborate with general education teachers. Adding ELA interventions to target students unsuccessful on common assessments also seemed to yield positive results.

Student Academic Achievement Strengths

- The number of students showing improvement in interventions, on weekly and common assessments, and the STAAR assessment.
- The staff is using data to drive instruction and teaching using aligned resources and using research based strategies (small groups) and differentiation.
- Teachers are fostering positive relationships with students in a structured learning environment.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are struggling to consistently master/achieve at high levels in English and Writing. **Root Cause:** Students reading lexile levels are low.

School Processes & Programs

School Processes & Programs Summary

Justin F. Kimball High School is a data driven school where teacher utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet weekly with the instructional coaches and/or CILT leaders to plan and prepare effective lessons. During those meetings, multiple sources of data are analyzed and utilized to ensure that lesson are being created based on students' academic performance. The curriculum and assessments are guided by the district's scope and sequence which is aligned to state standards. In addition, teachers utilize the unit guides, checkpoint and ACP benchmark blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), common instructional framework (collegiate), and the curriculum overview. To ensure that the needs of "ALL" students are met; ELA teachers are required to obtain their ESL certification. In addition, 100% of the teachers instructing students in the ELL program are ESL certified. Along with analyzing data and making sound instructional decisions, teachers at Kimball receive consistent feedback through walkthroughs and observations. This feedback is stored in Cornerstone where teachers have complete access 24 hours a day. Feedback is provided to teachers within 48 hours or a walkthrough or observation in an effort to provide optimal time for coaching. Feedback is also provided during BOY, MOY, and EOY reviews.

Teachers have improved in the area of instructional delivery resulting in an increase in student performance on the STAAR assessment. In order to attract and retain highly qualified staff, and extensive array of professional development trainings are provided within the district and on campus. Teachers are able to design individualized professional development plans tailored to their needs of their students. Members of the leadership staff attend job fairs throughout the year to recruit HQ teachers.

A school-wide intervention block occurs daily from 2:04-2:51 p.m. to ensure that all students receive additional interventions. Intervention groups are established based on the academic performance on district assessments. Teachers use this time to work one on one and in small groups with identified students. Administrators monitor and support i-Prep time daily.

To help develop and coach teachers, all teachers who are new to the campus receive a mentor or buddy. The purpose of the mentoring program is to ensure the success of the teachers and students. When teachers feel supported, retention levels increase. Teachers with less than one year experience receive a mentor, a week of on-boarding at the new teacher academy, orientation on their home campus, weekly collaborative PLC meeting meetings with their team, weekly team meetings, and other professional development opportunities. All teachers, especially novice teachers, have reported feeling supported and coached well at Kimball.

Technology

- Improved WiFi
- Available technology-Projectors, desktop computers, laptops, document cameras, Smart Boards, All-In Learning Clickers
- Tru-Touch display technology

Teacher Recruitment and Retention

We make it a priority to keep our teachers, paraprofessionals, and other school personnel involved in professional development and other activities in efforts to improve instruction and use of data from academic assessments. We also implement a thorough interview process to recruit and retain effective teachers, particularly in high-need subjects.

School Processes & Programs Strengths

Data-driven decisions are made weekly during PLC meetings to address the needs of all students.

Title I funds are allocated to hire retired teachers as part-time interventionists that provide extra support for Tier II and Tier III students.

Title I funds are allocated to hire 1 FTEs to provide student interventions and instructional support to staff.

Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.

Weekly team planning sessions occur with the instructional coach to assist teachers in designing effective lessons.

Consistent feedback (walkthroughs and observations) is provided utilizing the Six Steps for Effective Feedback model.

All staff members teaching ELA are required to obtain their ESL certification.

All staff members are trained to implement SEL and Teach Like a Champion strategies.

The Campus Advisory Team meets four-five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.

The Leadership Team meets weekly to discuss teacher performance, student data, and campus concerns/needs.

The Rigor/Relevance framework will be utilized to improve high-level questioning, learning connections, and academic discussions.

Perceptions

Perceptions Summary

Justin F. Kimball High School follows the Dallas ISD four student outcome goals focused on student achievement and participation in extracurricular and co-curricular activities.

The campus' value statement is "All In! W.I.N.!" The campus follows the guidelines of SEL, a district initiative to increase positive student interactions. By utilizing SEL, expectations are clearly communicated to students and staff members. Overall the campus has effectively implemented SEL school-wide, which contributes to the overall safe and welcoming environment that fosters mutual respect among students, staff, and parents. The SEL philosophy is taught to all students. As a result, students are treated with dignity and respect, taught skills and behaviors needed for success, and motivated and encouraged through positive interactions. Research shows that building relationships with students reduces power struggles and behavior issues. The staff at Kimball strives to build positive, meaningful relationships that promote healthy decision making and where misbehavior provides a teaching opportunity. Staff members are provided with refresher trainings on SEL at the beginning, middle, and end of each year to implement the essential skills with fidelity.

During the in-service week, teachers will receive an in-depth training on the SEL model. This training will provide teachers with concrete, specific, and actionable teaching techniques that will increase student engagement and close the academic achievement gaps. The campus will focus on the following Teach Like a Champion strategies for the 2019-2020 school year: No Opt Out, Cold Call, Checking for Understanding, and 100% Percent.

According to the school climate survey conducted by the district,

Kimball High School has created a welcoming and safe school environment for students, staff and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve.

Kimball High School provides translations for printed material as well as translators for school events to ensure that our Spanish speaking community members feel informed. We make sure that our routines are strategically planned and procedures are consistent to ensure safety and order.

The activities that occur throughout the year include, but are not limited to: Coffee with the Principal, Academy Night and Family Night. Additionally, community members have partnered with Kimball to provide staff and students with breakfast and lunch on special occasions.

Kimball has shown an increase in extra-curricular programs (e.g. soccer, girl's basketball, boy's basketball, track, wrestling and cheer). Parents and the community are involved through completion of surveys, school compact, Title 1, CIP committee, LPAC, basketball booster club, and PTSA. Services to support families include:

Career Fair, Counseling Services, Drug Awareness Week, and Parent Conferences.

Perceptions Strengths

- Engaging students, parents, and community
- School Environment
- High Expectations
- Partnerships between industry partners and the Collegiate and NAF Academies
- Student participation in clubs and organizations.
- Annual Family Night

According to the 2018-2019 Climate Survey

According to the 2018-2019 Parent Survey:

92% of parents rated the school as having excellent/good overall school quality which is a 16% increase from the prior year 93% of parents rated the school as having high learning standards for all students which is a 14% increase from the prior year 94% of the parents believed teachers set high expectations for all students which is a 15% increase from the prior year 91% of parents feel that the school's learning standards and expectations are clearly explained to students which is a 28% increase from the prior year 93% of parents believe students are challenged by their school work which is a 9% increase from the prior year 86% of parents believe teachers give timely and helpful feedback regarding student work which is a 28% increase from the prior year 80% of parents believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem which is a 28% increase from the prior year

88% of parents believe that Kimball offers students a variety of activities and courses which is a 14% increase from the prior year 86% of parents feel that students receive the support they need for academic and career planning which is a 15% increase from the prior year 91% of parents believe that school-based administrators make decisions that are in the best interest of students which is a 7% increase from the prior year 92% of parents believe that school-based administrators clearly communicate the school's mission and vision which is a 3% increase from the prior year 91% of parents believe that school-based administrators are available when they have a concern which is a 7% increase from the prior year 92% of parents believe that school-based administrators are courteous when they have a concern which is an 8% increase from the prior year 92% of parents believe that school-based administrators are responsive when they have a concern which is an 8% increase from the prior year 95% of parents feel they are informed about school-sponsored activities such as tutoring, after-school programs, and student performances which is an 11% increase from the prior year

99% of parents feel they are encouraged to attend school-sponsored activities such as back to school night which is a 12% increase from the prior year 94% of parents believe the school encourages families to volunteer which is a 7% increase from the prior year 94% of parents believe that staff members and families treat each other with respect which is a 10% increase from the prior year 90% of parents believe the school respects and values input provided by families which is an 8% increase from the prior year

Overall, parents and staff rated school leadership (parents 92%, staff 97%) and family involvement (parents 91%, staff 94%) as good/excellent which

ranked the highest among the five rated dimension scores.

Priority Problem Statements

Problem Statement 1: Our special populations continue to increase causing low academic achievement.

Root Cause 1: ELL students have been out of school for a year or more and have not been in school since elementary.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

- Student failure and/or retention rates

Student Data: Student Groups

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS: By June 2020 student achievement on the STAAR state assessments will increase substantially over the prior years performance.

Performance Objective 1: Students Domain I STAAR EOC assessment data from will meet or exceed the district.

Evaluation Data Source(s) 1: STAAR EOC Data
 Common Assessment Data
 ACP Data
 Weekly Assessment Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Provide training and progress monitoring protocol to teachers on profiling student progress and mastery of TEKS.	2.4, 2.6	Training by instructional coach during Professional Learning Communities and leadership during Professional Development	An increase in writing abilities of all students as measured by a rubric and peer discussion	0%	0%		
Problem Statements: Demographics 1 Funding Sources: 199 - General Operating - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Provide training on specific writing and deep reading strategies for all Core Content Teachers. Progress monitoring and target to goals will occur during PLC and iPrep (intervention period)</p>	2.4, 2.6	Training by instructional coaches during Professional Learning Communities and leadership during professional development.	An increase in writing abilities of all students as measured by a rubric and peer discussion				
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>3) A student intervention/ support class (iPrep) will be incorporated in all student schedules that focus on high need areas of math, science, reading and writing and College and Career Readiness.</p>	2.4, 2.6	Instructional coaches and Campus Leadership will monitor the lessons and implementation of the interventions.	Fewer failures, score increases, increased achievement of struggling learners				
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Procure license for All in Learning online assessment and data tool.</p>	2.4, 2.5, 2.6	Principal/District	Teachers are able to use the assessment and data tool on a regular basis to improve student academic achievement.				
Funding Sources: 211 - Title I, Part A - 6000.00							
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>5) Pay AVID membership fees, AVID training registration, and AVID coordinator stipends to secure access to program resources and support for ensuring students achieve college-readiness standards</p>	2.4, 2.5, 2.6	Campus Leadership, AVID Coordinator	Increase in the number of students performing at college and career readiness while increasing Index 4 of State school accountability				
Funding Sources: 211 - Title I, Part A - 17000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 6) Procure general supplies, supplemental instructional resources, and testing materials to support the collection and review of student work samples during weekly Data Review meetings, weekly PLC meetings, identify next steps and required support to assist students with meeting performance expectations, and celebrate student progress and meeting goals.	2.4, 2.6	Instructional Coaches, Campus Leadership, and teachers	Student achievement scores will increase as measured by local and state assessments				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Procure general supplies, supplemental instructional resources, and testing materials to support the Collegiate Academy	2.4, 2.6	Collegiate Administration	Student achievement scores increase as measured by local and state assessments, Dual Credit completion rate				
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 8) Provide resources for Dual Credit program (books and required software)	2.4	Assistant Principal	Increase the number of students performing at college and career readiness and increased Index 4 of State school accountability				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Provide supplemental pay to teachers for after school tutoring and Saturday school in core content subject areas	2.4, 2.5, 2.6	Campus Leadership, teachers	Fewer failures, score increases, increased achievement of struggling learners				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 10) Procure resources to support the professional development during Kimball Symposiums and PLC to assist campus instructional leadership team members with developing effective training based on needs assessment in preparation for ongoing instructional leadership team led PD and weekly departmental planning sessions during the course of the year.	2.4, 2.6	Instructional Coaches, Campus Leadership, and teacher leaders teachers	Teacher surveys show an increase in the quality and effectiveness of professional development				
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 11) Ensure that STATE CERTIFIED teacher leaders, instructional coaches, and administrators of the collegiate academy engage in professional development related to improving professional development design and delivery practices by attending local and state conferences	2.4, 2.6	Collegiate Academy administrator, collegiate teachers, and collegiate staff	Teacher leaders, instructional coaches, and administration develop higher quality professional development for staff and staff show positive responses on teacher surveys of PD				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 12) Ensure that teacher leaders, instructional coaches, and administrators engage in professional development related to improving professional development design and delivery practices by attending local and state conferences.	2.4, 2.6	Campus leadership, lead teachers, instructional coaches	Teacher leaders, instructional coaches, and administration develop higher quality professional development for staff and staff show positive responses on teacher surveys of PD				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 13) Procure projectors, printers and a poster maker to replace the outdated and nonfunctional to support lesson preparation, communication materials and data driven instruction.	2.4	Instructional Coaches, Campus Leadership, and teachers	Student achievement scores increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 14) Procure EduGuide online mentoring program for students	2.6	Instructional Coaches, Campus Leadership, and teachers	Mentor students to address their social emotional needs. Decrease in Student Discipline referrals, increase in attendance, and positive climate survey.				
	Funding Sources: 211 - Title I, Part A - 11500.00						
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 15) Procure technology resources to support reading and math including TI-Inspire Calculators, Tru-Touch Technology and Reading Lab Adaptors	2.4, 2.5, 2.6	Instructional Coaches, Campus Leadership, and teachers	Academic gains in terms of growth targets being met in reading and math. Will also allow teachers to implement curriculum more effectively.				
	Funding Sources: 211 - Title I, Part A - 40000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our special populations continue to increase causing low academic achievement. Root Cause 1: ELL students have been out of school for a year or more and have not been in school since elementary.

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 35.6 percent to 45.0 percent by 2022.





CAMPUS GOAL FOR READING/ELA: Our campus will show a 10% increase in the meets and masters level categories for all reading and writing assessments.

Performance Objective 1: Increase student academic achievement on EOC/STAAR assessments in all content areas.

Evaluation Data Source(s) 1: Common assessments, ACP scores, teacher made exams, EOC/STAAR assessments.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Use data driven instruction tools and resources to improve academic achievement	2.4, 2.5, 2.6	August 2019- June 2020	Increase student performance scores on STAAR in the meets and masters categories.				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Teachers and staff will attend professional development sessions to support students' increased academic achievement.	2.5	August 2019 -June 2020	To increase teachers and staff knowledge of content to deliver effective instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 3) Identify and purchase instructional materials, technology, software, data analysis instruments to support classroom instruction through advanced level of engagement and rigor.	2.4, 2.5, 2.6	August 2019 - June 2020	Provide teachers and staff with necessary materials to support advanced Placement program courses.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 show significant gains by 2020.

Performance Objective 1: Increase preparation and awareness of CCMR, by exposing students to College and Career Opportunities and increase their awareness and experiences.

Evaluation Data Source(s) 1: AP Courses (Increased enrollment and tests taken)
 ROTC Enrollment (ASVAB test preparation and tests taken)
 Pathway Certifications
 College and Career Fairs (NAF Academies), TSI, PSAT, SAT, ACT, AP exams and EOC

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 1) Utilize multiple resources to address the social and emotional needs of students during i-Prep intervention time.	2.6	Teachers	Increase the number of certifications obtained by students in Pathways.				
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 2) Encourage parents to get involved in Career and Technical Education by being guest speakers in classrooms, offering industry visits for CTE students, serving as CTE advisory members, or assisting with CTE leadership organizations	2.4, 2.5, 2.6	NAF Coordinators, Parents	Increase student awareness and community involvement in preparing students for college and career readiness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 3) Host a fall and spring college/military fair.	2.5, 2.6	Administrators, counselors, EIF Coordinator, Community Partners, Business Partners, Counselors	Increase the amount of certifications and internships obtained by our students through their Pathway. Increase community/business relationships.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 show significant gains by 2020.

Performance Objective 2: The percent of the original ninth-grade cohort of students staying on track to graduate throughout their high school career will increase substantially.

Evaluation Data Source(s) 2: MyDataPortal
PowerSchool

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 1) Develop a structured and supportive system that focuses on the transitional/developmental needs of incoming ninth grade students to keep them on track to graduation.</p>	2.4, 2.5, 2.6	Administrators, counselors, teachers	Improved overall attendance rates, increase in the number of credits earned, decrease in discipline referrals, and improvements in academic achievement on the STAAR/EOC.				
<p>Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 2) Implement Counselors Peer Mediation Group- This is a group of students that will partner with students in need of peer mentoring. This group will also be utilized to work with specific 9th graders throughout the year who might be having transitioning difficulties and can't seem to understand high school. (Members of this group will go through an interview screening process</p>	2.4, 2.5, 2.6	Counselors, student leaders	Staff climate survey positive results will increase Increase in student engagement, social and academic success.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022.

CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: Most Justin F. Kimball High School students will participate in at least 1 extracurricular activity or club/organization by May 2020.

Performance Objective 1: 75% of Justin F. Kimball students will actively participate in 1 extra curricular activity, club or organization.

Evaluation Data Source(s) 1: Events, Sign-In Sheet, Certificates, TEI data, Grades

Participation Sign-In Sheets

Discipline referrals

Climate Survey

Student Survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) 90% of the staff will be involved in student activities that support TEI Domain IV: establish relationships with families and communities.	2.5, 2.6	Campus Leadership, Teachers	Student surveys increase in positive perception.				
TEA Priorities Connect high school to career and college Improve low-performing schools 2) Intensify recruiting efforts in all athletic and academic areas and work to more effectively brand/market the club/group/team.	2.5, 2.6	Administrators, Sponsors, Coaches, Teacher Leaders, Activity Coordinator	Increase in student participation and retention in programs. Improved student climate survey results. Improved climate and culture.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 5: Improve the school culture and perception by involving school stakeholders in the feedback and school action step process to build a climate of excellence ensured through effective communication and the contribution recognition.

Performance Objective 1: Staff members believing that the school has a positive climate and environment will show a significant increase from fall to spring.

Evaluation Data Source(s) 1: Staff Climate Survey
Parent Climate Survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Student Discipline, attendance, and climate survey	2.6	Campus leadership	Culture of school in improve by addressing interactions with students and teachers School climate survey will improve as measured by climate survey				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Utilize multiple resources to address the social and emotional needs of students during iPrep intervention time.	2.6	Teachers	Culture of school in improve by addressing interactions with students and teachers School climate survey will improve as measured by climate survey				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 3) Implement campus-wide behavior system to support Social Emotional Learning Initiative from beginning of year that all campus staff can utilize with clear expectations by engaging in article reads and training.	2.4, 2.6	Assistant Principal and PBIS Committee	SEL committee will address school needs in order to improve school climate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Organize six-weeks/semester celebrations and recognition for perfect attendance , academic honor roll, and STAAR EOC performance for students	2.6	Designated staff will use PowerSchool to identify students with perfect attendance and averages above 80 and showcase their names/pictures on designated display board / Incentive student celebration once STAAR EOC goals are met	Students attendance and school climate will improve /Student and staff morale and school climate is improved				
Funding Sources: 199 - General Operating - 1000.00, 211 - Title I, Part A - 1000.00							
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Organize six-weeks celebrations and recognition for STATE CERTIFIED teachers	2.5	Campus leadership	Teacher and staff report that morale and commitment is improved Retention rate is improving				
Funding Sources: 199 - General Operating - 1000.00							
TEA Priorities Improve low-performing schools 6) Host principal lunch and learn every six weeks with identified students to create dialogue with students about how to improve the school. Provide enrichment and extracurricular engagement opportunities.	2.6	Campus Leadership, Students	Students attendance and school climate will improve				
Funding Sources: 199 - General Operating - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Pay AVID membership fees, AVID training registration, and AVID coordinator stipends to secure access to program resources and support for ensuring students achieve college-readiness standards
1	1	6	Procure general supplies, supplemental instructional resources, and testing materials to support the collection and review of student work samples during weekly Data Review meetings, weekly PLC meetings, identify next steps and required support to assist students with meeting performance expectations, and celebrate student progress and meeting goals.
1	1	7	Procure general supplies, supplemental instructional resources, and testing materials to support the Collegiate Academy
1	1	8	Provide resources for Dual Credit program (books and required software)
1	1	10	Procure resources to support the professional development during Kimball Symposiums and PLC to assist campus instructional leadership team members with developing effective training based on needs assessment in preparation for ongoing instructional leadership team led PD and weekly departmental planning sessions during the course of the year.
1	1	11	Ensure that STATE CERTIFIED teacher leaders, instructional coaches, and administrators of the collegiate academy engage in professional development related to improving professional development design and delivery practices by attending local and state conferences
1	1	12	Ensure that teacher leaders, instructional coaches, and administrators engage in professional development related to improving professional development design and delivery practices by attending local and state conferences.
1	1	13	Procure projectors, printers and a poster maker to replace the outdated and nonfunctional to support lesson preparation, communication materials and data driven instruction.
1	1	14	Procure EduGuide online mentoring program for students
1	1	15	Procure technology resources to support reading and math including TI-Inspire Calculators, Tru-Touch Technology and Reading Lab Adaptors
2	1	1	Use data driven instruction tools and resources to improve academic achievement
2	1	2	Teachers and staff will attend professional development sessions to support students' increased academic achievement.
2	1	3	Identify and purchase instructional materials, technology, software, data analysis instruments to support classroom instruction through advanced level of engagement and rigor.
3	1	1	Utilize multiple resources to address the social and emotional needs of students during i-Prep intervention time.

Goal	Objective	Strategy	Description
3	1	2	Encourage parents to get involved in Career and Technical Education by being guest speakers in classrooms, offering industry visits for CTE students, serving as CTE advisory members, or assisting with CTE leadership organizations
3	1	3	Host a fall and spring college/military fair.
3	2	1	Develop a structured and supportive system that focuses on the transitional/developmental needs of incoming ninth grade students to keep them on track to graduation.
3	2	2	Implement Counselors Peer Mediation Group- This is a group of students that will partner with students in need of peer mentoring. This group will also be utilized to work with specific 9th graders throughout the year who might be having transitioning difficulties and can't seem to understand high school. (Members of this group will go through an interview screening process
4	1	1	90% of the staff will be involved in student activities that support TEI Domain IV: establish relationships with families and communities.
5	1	1	Student Discipline, attendance, and climate survey
5	1	2	Utilize multiple resources to address the social and emotional needs of students during iPrep intervention time.
5	1	3	Implement campus-wide behavior system to support Social Emotional Learning Initiative from beginning of year that all campus staff can utilize with clear expectations by engaging in article reads and training.
5	1	5	Organize six-weeks celebrations and recognition for STATE CERTIFIED teachers

State Compensatory

Budget for 008 Justin F. Kimball High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-6112-00-008-0-30-0-00-00000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,640.00
211-11-6118-ED-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
211-13-6118-2T-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
211-13-6118-AW-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	\$4,971.00
211-13-6118-ED-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
211-11-6119-00-008-0-30-0-00-00000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,570.00
211-13-6119-WX-008-0-30-0-00-00000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$185,329.00
211-11-6129-00-008-0-30-0-00-00000	6129 Salaries or Wages for Support Personnel	\$60,002.00
211-11-6141-00-008-0-30-0-00-00000	6141 Social Security/Medicare	\$1,706.00
211-11-6141-ED-008-0-30-0-00-00000	6141 Social Security/Medicare	\$145.00
211-13-6141-2T-008-0-30-0-00-00000	6141 Social Security/Medicare	\$29.00
211-13-6141-AW-008-0-30-0-00-00000	6141 Social Security/Medicare	\$73.00
211-13-6141-ED-008-0-30-0-00-00000	6141 Social Security/Medicare	\$145.00
211-13-6141-WX-008-0-30-0-00-00000	6141 Social Security/Medicare	\$2,688.00
211-11-6142-00-008-0-30-0-00-00000	6142 Group Health and Life Insurance	\$10,980.00
211-13-6142-WX-008-0-30-0-00-00000	6142 Group Health and Life Insurance	\$10,980.00
211-11-6143-00-008-0-30-0-00-00000	6143 Workers' Compensation	\$824.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
211-11-6143-ED-008-0-30-0-00-00000	6143 Workers' Compensation	\$70.00
211-13-6143-2T-008-0-30-0-00-00000	6143 Workers' Compensation	\$14.00
211-13-6143-AW-008-0-30-0-00-00000	6143 Workers' Compensation	\$35.00
211-13-6143-ED-008-0-30-0-00-00000	6143 Workers' Compensation	\$70.00
211-13-6143-WX-008-0-30-0-00-00000	6143 Workers' Compensation	\$1,298.00
211-11-6145-00-008-0-30-0-00-00000	6145 Unemployment Compensation	\$519.00
211-11-6145-ED-008-0-30-0-00-00000	6145 Unemployment Compensation	\$44.00
211-13-6145-2T-008-0-30-0-00-00000	6145 Unemployment Compensation	\$9.00
211-13-6145-AW-008-0-30-0-00-00000	6145 Unemployment Compensation	\$22.00
211-13-6145-ED-008-0-30-0-00-00000	6145 Unemployment Compensation	\$44.00
211-13-6145-WX-008-0-30-0-00-00000	6145 Unemployment Compensation	\$817.00
211-11-6146-00-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$11,582.00
211-11-6146-ED-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$985.00
211-13-6146-2T-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$197.00
211-13-6146-AW-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$490.00
211-13-6146-ED-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$985.00
211-13-6146-WX-008-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	\$18,256.00
211-11-6149-00-008-0-30-0-00-00000	6149 Employee Benefits	\$72.00
211-13-6149-WX-008-0-30-0-00-00000	6149 Employee Benefits	\$72.00
6100 Subtotal:		\$394,663.00
6200 Professional and Contracted Services		
211-13-6299-AW-008-0-30-0-00-00000	6299 Miscellaneous Contracted Services	\$5,100.00
211-31-6299-AW-008-0-30-0-00-00000	6299 Miscellaneous Contracted Services	\$850.00
6200 Subtotal:		\$5,950.00
6300 Supplies and Services		
211-11-6329-2R-008-0-30-0-00-00000	6329 Reading Materials	\$3,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
211-11-6399-AW-008-0-30-0-00-00000	6399 General Supplies	\$1,500.00
211-61-6399-2R-008-0-30-0-00-00000	6399 General Supplies	\$5,000.00
211-11-6399-00-008-0-30-0-00-00000	6399 General Supplies	\$8,500.00
211-11-6399-2R-008-0-30-0-00-00000	6399 General Supplies	\$103,803.00
6300 Subtotal:		\$121,803.00
6400 Other Operating Costs		
211-13-6411-00-008-0-30-0-00-00000	6411 Employee Travel	\$3,000.00
211-11-6495-AW-008-0-30-0-00-00000	6495 Membership Fees	\$2,569.00
211-11-6499-2R-008-0-30-0-00-00000	6499 Miscellaneous Operating Costs	\$2,000.00
211-61-6499-2R-008-0-30-0-00-00000	6499 Miscellaneous Operating Costs	\$1,379.00
6400 Subtotal:		\$8,948.00

Personnel for 008 Justin F. Kimball High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CHARLES, CHEDDI	6150.TEACHER.TITLE I.TEAC	Title I - Part A CAMPUS	1
FREEMAN, NATALIE	6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN	Title I - Part A CAMPUS	1
GILBERT, LETICIA	5715.TEACHER ASSISTANT.TITLE I.AIDE	Title I - Part A CAMPUS	1
JONES HARRIS, DEMAKI	6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN	Title I - Part A CAMPUS	1
MCKEEMAN, MELISSA	6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN	Title I - Part A CAMPUS	1
VACANT	5715.TEACHER ASSISTANT.TITLE I.AIDE	Title I - Part A CAMPUS	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charles, Cheddi	Teacher		1
Freeman, Natalie	Campus Based Instructional Coach		1
Gilbert, Leticia	Title I Teacher Assistant		1
Jones Harris, Demaki	Campus Based Instructional Coach		1
McKeeman, Melissa	Campus Based Instructional Coach		1
Vacant	Title I Teacher Assistant		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Llewellyn Smith	Principal
Non-classroom Professional	Natalie Freeman	ELA Instructional Coach
Paraprofessional	Mary Webster	Registrar
Parent	Bobby Higgs	President
Community Representative	Chuck Henne	Vice-President
Community Representative	Kelly Herring	Scribe
Classroom Teacher	Tracey Giardina	Teacher
Classroom Teacher	Johnny Manson	ROTC
Non-classroom Professional	Demaki Jones-Harris	Math Instructional Coach
Administrator	Adrienne Jones	Collegiate Academy Administrator
Non-classroom Professional	Melissa McKeeman	Science Instructional Coach
Community Representative	LaTonya Webster	Community Representative

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	All In Learning		\$6,000.00
1	1	5	AVID Initiatives		\$17,000.00
1	1	6	General Supplies (Supplemental Resources, Testing Materials)		\$10,000.00
1	1	7	General Supplies for Collegiate		\$5,000.00
1	1	9	Supplemental Pay (Tutorials)		\$5,000.00
1	1	10	Professional Development Resources		\$5,000.00
1	1	11	Leadership Team Conferences/Professional Development		\$5,000.00
1	1	12	Local and State Conferences		\$10,000.00
1	1	14	EduGuide Mentoring Program		\$11,500.00
1	1	15	Technology Upgrades		\$40,000.00
5	1	4	Recognitions/Celebrations		\$1,000.00
Sub-Total					\$115,500.00
Budgeted Fund Source Amount					\$40,000.00
+/- Difference					\$-75,500.00
Grand Total					\$115,500.00