

**Laredo Independent School District**  
**Dr. Joaquin G. Cigarroa Middle School**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

Dr. J. G. Cigarroa Middle School will develop students who are mentally, physically and emotionally ready to be effective learners for life and positive contributors to society

## Vision

Our Vision is to create a supportive environment where everyone is collectively responsible and accountable for achieving academic excellence. Students are authentically engaged in challenging data-driven instruction, assessments, interventions and enrichment opportunities. At CMS, we are establishing a culture committed to preparing college and career ready students by design and not by chance.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Enrollment: 1,333

Enrollment by Race/Ethnicity:

African American 0%

Hispanic 99.54%

White 0.46%

Enrollment by Student Group:

Economically Disadvantaged 95.96%

English Language Learners 53.66%

Special Education 11.89%

2015-2016 Performance Index:

Index 1 - 61

Index 2 - 34

Index 3 - 35

Index 4 - 26

**Demographics Strengths**

Increased Percent of students:

ECD from 46% to 57%

ELL from 33% to 40%

Hispanic from 46% to 57%

SPED from 10% to 26%

White from 0% to 22%

**Demographics Needs**

Focus Campus in the areas of Reading & Math for the following subgroups;

Special Education

English Language Learns

Increase the percent of level performance in Science for all students.

## Student Achievement

### Student Achievement Summary

STAAR Percent at Phase-in 1 Level II or Above (Sum of all Grades Tested)

	All Students.	Hispanics.	Econ. Disadvantage
All Subjects.	55%.	55%.	54%
Reading.	55%.	55%.	55%
Mathematics	65%.	65%.	64%
Writing	45%	45%	45%
Science	49%	49%	49%
Social Studies	36%	36%	36%

STAAR Percent Met or Exceeded Progress

Reading	56%	55%	NA
Mathematics	61%	61%	NA

STAAR Percent Exceeded Progress

Reading	15%	15%	NA
Mathematics	10%	10%	NA



Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR

Reading	29%	29%	29%
Mathematics	36%	36%	36%

Student Success Initiative

Reading	43%	42%	43%
Mathematics	33%	33%	33%

STAAR Cumulative Met Standard

Reading	73%	73%	73%
Mathematics	82%	82%	82%

**Student Achievement Strengths**

Distinction Designations: 6 out of 7

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent Student Progress

Top 25 Percent Closing Performance Gap

Post-Secondary Readiness

**Student Achievement Needs**

STAAR decreases from 2015 to 2016 in 6th grade Reading 46% to 44%

Focus Campus in the areas of Reading & Math

# School Culture and Climate

## School Culture and Climate Summary

### School Culture, Climate & School Wide Needs

1. Continue with school wide discipline training
2. Add teaming
3. Added a safety fence to the parking lot on the south side of the girls gym between the main building and the library to ensure student safety between classes and after school.
4. Add benches and tables to the courtyard area to provide additional places to sit during the students lunch periods.

### School Culture and Climate Strengths

- **Dedicated teachers with High Expectations for students**
- **Strong departmental support**
- **Teamwork among teachers despite constant changes & adversity**
- **Continue with Kagan Differentiated Cooperative Learning Model Training**
- **Strong Professional Learning Communities Component**
- **Strong Instructional Coaching Model**
- **Grade Level APs**
- **Instructional AP**
- **Experienced Master Teachers**
- **Instructional Facilitator**

### School Culture and Climate Needs

Continue Campus wide renovations:

1. A/C Units Updated and roof repairs.
2. In the process of an additional wing to replace the four portable classrooms.

3. Continue to upgrade facilities (painting, replacing furniture)

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

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

- Highly Qualified Teachers
- Campus committee is involved in interview process to select school personnel
- Teachers working collaboratively in Professional Learning Communities
- Instructional coach working with all teachers in need of assistance
- Curriculum facilitator working with all teachers in need of assistance
- Â—Aligned Scope and Sequence

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

Highly Qualified Teachers

Collaborative Teams lead by master teachers and instructional facilitator, instructional assistant principal, content area assistant principal and Academic Deans.

Campus committee is involved in interview process to select school personnel

Teachers working collaboratively in Professional Learning Communities

Instructional Coaching Model that demonstrates, models and coaches all teachers

Curriculum facilitator working with all teachers in need of assistance

Job-embedded professional development

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

1. we need support in retaining teachers who are determined to be effective and have the ability to be successful in the turnaround effort and preventing ineffective teachers from transferring to our school.
2. Financial Support to maintain the Collaborative Team for 2016-2017. (Instructional Facilitator, AP for Instruction/Content Area, Master Teachers/ District Academic Deans)
3. Title I funding for extra duty pay and additional instructional planning, additional PD for teachers during school year but not during instructional time, STAAR aligned resource materials.
4. Aligned Scope and Sequence

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

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

Collaborative and grade level teaming to increase teacher quality and build teacher capacity by taking risks to embrace the development of self-directed learners and provide TEKS based STAAR aligned quality instruction with consistency.

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

Double Blocking all 6th Grade students in Math and Reading Classes

Double Blocking targeted 8th Grade students in Math and Reading classes

Weekly Monday/Tuesday Professional Learning Community Meetings/trainings

Common planning by content area and grade level teams.

Saturday department collaborative planning

Support current staff with on going job-embedded professional development

- Instructional Coaching Model (Demonstration Classes/Coaching/Modeling)
- Kagan (Differentiated Cooperative Learning Model)
- External Coach Observations, face to face feedback, Master Teacher lead modeling & coaching

Collaborative team

- Instructional Facilitator
- Master Teachers/Instructional Coach
- Instructional AP
- Grade level and content area AP

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

To Build Teacher Capacity by taking risks to embrace the development of self-directed learners and provide TEKS-based STAAR-aligned quality instruction with consistency (CSF Quality Teacher Review Building Teacher Capacity)



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Continue with our strong parent volunteer program.

Increase the number of parents showing up to report card night, reading night and other student related support evening activities

### **Family and Community Involvement Strengths**

- **Strong Parent Liaison**
- **Strong Parent volunteer Program**
- **Parent/Teacher nights are held every six weeks**

### **Family and Community Involvement Needs**

- Need to increase the number of community partners supporting the school.
- Increase the number of parents showing up to report card night, reading night and other student related support evening activities.

## **School Context and Organization**

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

Students are becoming proud to be at Cigarroa Middle School.

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

Students are becoming proud to be at Cigarroa Middle School, because there is an overall perception that the school is getting better. From our Boys and Girls Athletics (Both 8th Grade groups won the LISD Meet of Champions and our Boys 7th Grade won as well), to our mighty Bulldog Band that got a 1 on Stage and a 1 on Sight Reading, and our Mighty Bulldog Orchestra which dominated the Regional competition recently, to our talented and dynamic Mariachi Caporal, to our award winning Cheerleaders, CMS is on the rise. School Slogan "South Side Pride"

## **Technology**

### **Technology Summary**

Continue to invest on I-pads, Study Island and other researched based instructional programs.

### **Technology Strengths**

Ipads and Ipad carts

Lap top carts

Three computer labs

One document camera for each teacher

Brand new LCD projectors

### **Technology Needs**

One calculator per 8th grade math student and upgrade of computer labs for TELPAS and other state assessments.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals






**Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.**

**Performance Objective 1:** Cigarroa Middle School will improve academic performance by showing an increase of 5% in every tested subject area and grade level by creating small communities of learning within the school that will support the improvement and alignment of curriculum amongst content areas.

**Evaluation Data Source(s) 1:** STAAR scores will increase from:51% to 65% in reading, 63% to 72% in math, 70% to 76% in science, 47% to 60% in writing and 56% to 65% in social studies. Increase Index performance scores in Index 1 from 61 to 65, Index 2 from 34 to 40, Index 3 from 35 to 40, Index 4 from 26 to 31.

## Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 2</p> <p>1) Cigarroa Middle School will implement teaming in which a group of students will share common content area teachers (ELAR, math, science, social studies). This strategy will establish stronger student/parent relationships and allow teachers to address and target students' academic needs/social needs and concerns. Teaming will allow teachers to use quality data to drive instructional decisions that will lead to improved student performance.</p>	2, 3	Principal, Assistant Principals, Instructional Facilitator, Counselors, Team Leaders	Student Schedules, Attendance Rosters, T Load Report, Report Cards, CBA/Benchmark Results, STAAR Results, Increased parent attendance at school activities				






<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>2) Cigarroa Middle School will increase the academic performance of special education students by ensuring that students are placed in the least restrictive environment based on ARD decisions. An assessment criteria will be considered in helping determine the best instructional setting for the students. ARD committees will analyze data such as CBA, benchmark and STAAR scores as well as other contributing factors.</p>	2, 3	Principal, Assistant Principals, Instructional Facilitator, SPED Counselor, SPED Teacher Coordinators, SPED Master Teacher	Report Card Grades, CBA/Benchmark Results, STAAR Results, Student Schedules, T-Load Report				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$40860.00, 199 - General Fund: Special Education (PIC 23) - \$807355.00, 199 - General Fund: Special Education (PIC 23) - \$172.00, 199 - General Fund: Bilingual (PIC 25) - \$122470.00, 199 - General Fund: Bilingual (PIC 25) - \$48060.00, 199 - General Fund: SCE (PIC 30) - \$539217.00, 199 - General Fund: SCE (PIC 30) - \$140690.00, 199 - General Fund: Athletic (PIC 91) - \$62338.00, 199 - General Fund: Operating (PIC 99) - \$575928.00, 199 - General Fund: Operating (PIC 99) - \$21575.00, 199 - General Fund: Operating (PIC 99) - \$48333.00, 199 - General Fund: Operating (PIC 99) - \$3200.00, 199 - General Fund: GT (PIC 21) - \$444.00, 211 - ESEA Title I: Improving Basic Program - \$430931.00, 224 - IDEA - Part B: Formula Fund - \$207956.00, 255 - ESEA II, A Training &amp; Recruiting - \$178067.00, 263 - LEP Bilingual Program Fund - \$17951.00, 435 - SSA Regional Day School - Deaf - \$173327.00, 199 - General Fund: Basic Instruction (PIC 11) - \$16433.00, 199 - General Fund: Basic Instruction (PIC 11) - \$17968.00, 199 - General Fund: Basic Instruction (PIC 11) - \$2695.00, 199 - General Fund: SCE (PIC 30) - \$15000.00, 199 - General Fund: Basic Instruction (PIC 11) - \$17000.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) Cigarroa Middle School will increase the academic performance of ELL students in the area of math, science, social studies by ensuring that students are placed in the regular education setting in the aforementioned subject areas with the teachers implementing SIOP strategies for which they will receive professional development.</p>	1, 2, 3	Principal, Assistant Principals, Instructional Facilitator, Counselors	Report Card Grades, CBA/Benchmark Results, STAAR Results, Student Schedules, T-Load Report, Lesson Plans				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>4) Cigarroa Middle School will increase the academic performance of all students by implementing writing in the 6th grade for all students. Sixth grade writing teachers will be part of each academic team and serve as an additional content area teacher. This increased learning time will improve the writing performance that is assessed in the 7th grade and again in the 9th grade.</p>		Principal, Assistant Principals, Instructional Facilitator, Counselors	CBA/Benchmark Results, STAAR Results, Student Schedules, T-Load Report, Lesson Plans				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 2:** Cigarroa Middle School will increase teacher quality by focusing on retaining effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. One-hundred percent of professional development provided will address the instructional and curricular needs in order to improve student performance.

**Evaluation Data Source(s) 2:** Increase teacher quality and increase student performance.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 7</p> <p>1) Cigarroa Middle School will provide professional development on the teaming concept which will be fully implemented. Teachers will be trained on the essential components of successful teaming in order to increase teacher quality and increase student performance.</p>	1	Principal, Assistant Principals, Instructional Facilitator, Master Teachers, Team Leaders	Staff Development Agendas and Sign-Ins, Lesson Plans, Walkthroughs				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 7</p> <p>2) Cigarroa Middle School teachers will engage in continuous professional development that will include the Flipped PTLC process, Leading Intentional Intervention, Review to the Rescue-Superheroes in Training, Connecting Standards to Instruction, SIOP and differentiated instruction. Professional development will support the campus in retaining effective teachers while supporting and enhancing the knowledge and skills of current staff and new staff.</p>	1, 4	Principal, Assistant Principals, Instructional Facilitator, Master Teachers, Team Leaders	Teacher sign-ins attending professional development, monitoring of PTLCS by administration, lesson plans, CBAs/benchmark data, STAAR data, walkthroughs				
<p>Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$13782.00</p>							
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							








**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 3:** Increase in STAAR scores to meet the 4 indexes and get distinctions in all of the categories.

**Evaluation Data Source(s) 3:** Cigarroa Middle School will make measurable progress towards improving STAAR scores, particularly striving for acceptable status (>70%) for all areas

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Cigarroa Middle School will ensure that All students in need of remediation will attend afterschool tutorials and Super Saturdays, for assistance in Math, Reading, Writing, Science, and Social Studies.</p>	1, 2	Principal Assistant Principals Campus Instructional Facilitator	Tutorial Student Rosters, Teachers Sign In Report Cards Skills Checks Bench Marks CBAS				
Funding Sources: 199 - General Fund: SCE (PIC 30) - \$40000.00, 199 - General Fund: Bilingual (PIC 25) - \$63637.00							
<p><b>State System Safeguard Strategy</b></p> <p>2) Cigarroa Middle School will ensure that the Response to Intervention committee meets as needed to review student progress and recommend intervention strategies.</p>	1, 2	Principal Assistant Principals District RTI Supervisor	Sign In Sheets Agendas R to I committee Notes Report Card Failure Reports CBA results STAAR Results				
<p><b>State System Safeguard Strategy</b></p> <p>3) Cigarroa Middle School will assign a math classroom reduction teacher to ensure that the Response to Intervention TIER III classes will assist student that failed the 2016 STAAR Exam</p>	1, 2	Principal Assistant Principals Campus Instructional Facilitator Instructional Coaches	Walk throughs, PDAS, Benchmarks Results, Progress Reports, Report Cards CBA results STAAR Results Master Schedule				


4) Cigarroa Middle School students, including special populations, will participate in Exploring Careers and Career Portal classes.	1, 2	Principal Assistant Principals Campus Instructional Facilitator	Student Rosters Six Weeks Grades Assessments/ Projects				
5) Cigarroa Middle School teachers/Counselors/Administrators will participate in schedule technology Trainings through our Professional Learning Communities throughout the school year.	1, 2	Principal Assistant Principals Campus Instructional Facilitator Instructional Coaches	Attendance log Agendas				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$2500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 4:** 100 % of teachers will be required to demonstrate competency and effectiveness as measured by the new teacher evaluation instrument.

**Evaluation Data Source(s) 4:** 100% faculty and staff will receive at minimum a proficient rating in their appraisal.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Cigarroa Middle Schools administrative teams will spend 70% of their working time overseeing the instructional component of their assigned duties by conducting at least twenty walkthroughs per week for teachers.</p>	1, 2, 3	Principal Assistant principals	Observation Forms Weekly Observation Logs Instructional Dialogue forms				
<p><b>State System Safeguard Strategy</b></p> <p>2) Cigarroa Middle School administrators will schedule meetings every week with Campus Leadership TEAM to ensure adherence to timeline, scope and sequence, curriculum rigor, and analysis of assessment results.</p>	1, 2, 3	Principal Assistant principals	Weekly Instructional Leadership mtgs. Documentation/daily walkthroughs by administration				
							

**Goal 2: The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.**

**Performance Objective 1:** 100 % of Cigarroa Middle School faculty and staff will utilize a detailed plan of action responding to a variety of situations that might compromise the safety of students at school.



**Evaluation Data Source(s) 1:** 100% of students will meet their grade level counselor and belong to an academic team in order to promote social and psychological development.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will be primarily a "Learning Zone" school promoting instruction. [e, SW2] Principal will: Minimize classroom interruptions. Meet with student leadership to ensure student focus on instruction. Ensure a safe and learner centered environment by focusing on keeping classrooms and hallways free from disruptions.	1	Principal Assistant Principals Campus Instructional Facilitator	Reduce Discipline Referrals from Last year by 10%  Counselor Logs Orientation Agendas Student Sign In at Student Leader -ship meetings.				
2) Provide 6th grade students with a smooth transition to the middle school environment, provide a continuity of services to all 7th grade students, and prepare all 8th grade students for a smooth transition to the high school.	1	Principal Assistant Principals Campus Instructional Facilitator Instructional Coaches	6th/7th & 8th Grade Orientation Presentations Sign In Sheets Ongoing student counseling				
3) Cigarroa Middle School will continue with a more active Crime Stopper program to report all wrongdoings and help create a safer school environment	1	Principal Assistant Principals Crime Stoppers LISD Sponsor	Crime Stopper Records				

4) Cigarroa Middle School will implement a variety of drug prevention activities during Red Ribbon Week.	1	Principal Assistant Principals Counselors	Agenda, Speaker logs, Documentation of student attendance at drug prevention presentations				
5) Cigarroa Middle School staff will be assigned to monitor different designated areas on the campus to ensure safety during the morning arrival and lunch periods and high traffic times.	1	Principal Assistant Principals LISD Police Officer	Monitoring Assign. Sheets Monitor Log Detention Sign in sheets				
6) Cigarroa Middle School will have random visits by the LISD K-9 (Drug sniffing dog) to periodically check for drugs.	1	Principal Assistant Principals LISD PD	Discipline Referral Reports Reduction of drug related cases				
7) Cigarroa Middle School will implement gang preventive measures that will include: identification of members, notification of parents of student's involvement, gang prevention counseling sessions, enforcement	1	Principal Assistant Principals Counselor(s)	LAP Discipline Referral Report				
8) Cigarroa Middle will instill school pride and promote good behavior by allowing students to wear their school shirts on specially selected Fridays		Principal Assistant Principals	LAP Participation Report LAP Discipline Referral Reports Lunch time monitors reports				
9) Cigarroa Middle School will continue to work with Communities In Schools (CIS) to help work with at-risk students.	1	Principal Assistant Principal	CIS Reports Report Cards STAAR Results				

Funding Sources: 199 - General Fund: SCE (PIC 30) - \$18000.00

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






**Goal 2:** The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

**Performance Objective 2:** Cigarroa Middle School will implement intervention strategies to prevent students from dropping out of school out thus decreasing the dropout rate to less than 1 %.

**Evaluation Data Source(s) 2:** Maintain drop-out rate under 1% and target 0.0% student drop rate.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will undertake recovery efforts through the various entities such as UISD, Texas Dept. of Human Resources, Charter and Private Schools.	1	Principal Assistant Principals	Dropout recovery report				
2) Cigarroa Middle School will refer At-Risk students and recovered dropouts to community agencies to ensure academic success and monitor each student's attendance.	1	Principal Assistant Principals	Dropout recovery Report				


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

**Goal 2:** The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

**Performance Objective 3:** 100 % of Cigarroa Middle School faculty and staff will work closely with the safety officer to minimize accidents on the campus.

**Evaluation Data Source(s) 3:** 10% annual reduction in incident reports.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will control traffic by utilizing the LISD police officers. And using a new traffic control sign to Redirect traffic at designated times.	1	Principal Assistant Principals	Monitoring Reports				
							

**Goal 2:** The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

**Performance Objective 4:** Cigarroa Middle School will promote various initiatives to ensure that students attend class everyday thus increasing attendance rate by >1.4 %.

**Evaluation Data Source(s) 4:** Increase attendance by 1.4%.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will continue to assemble a Calling Committee to ensure ALL Students not present or tardy to first or second periods and throughout the day are called, visited or contacted by our Truant Officers/attendance staff.	1	Principal Assistant Principals	1st Period Attendance Reports 2nd Period Attendance Reports Daily Attendance Reports Six Weeks Attendance Reports				
2) Cigarroa Middle School will continue the NBA Program (Never Been Absent) to provide a school wide incentive program for perfect attendance by recognizing students through ceremonies and prizes.	1	Principal Assistant Principals	2nd Period Attendance Reports Daily Attendance Reports Six Weeks Attendance Reports				
3) Cigarroa Middle School will hold Team/Parent conferences concerning excessive student absences. In addition, truant officers will make home visits.	1	Principal Assistant Principals	Team Summary Logs 2nd Period Attendance Reports Daily Attendance Reports Six Weeks Attendance Reports				



4) CMS will provide activities that encourage student attendance and Participation achievement such as: Athletics UIL Band Orchestra Choir Incentive Rewards for perfect attendance Pop Corn Parties Ice Cream Parties Movies I-Pods	1	Principal Assistant Principals	Truant Officer/ Attendance Report Agendas at CEIC meetings. 2nd Period Attendance Reports Daily Attendance Reports Six Weeks Attendance Reports				
Funding Sources: 199 - General Fund: Operating (PIC 99) - \$41200.00							

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


**Goal 2:** The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

**Performance Objective 5:** 100% of all campus needs will be addressed through an organizational structure that facilitates and supports students' optimal performance.

**Evaluation Data Source(s) 5:** Decrease retention rate by 0.8 % overall.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School administrators will hold conferences with teachers who have a high failure rate and low district assessment passing rate.	1	Principal Assistant Principals	Administration documentation Six Weeks Report Card Grades LEP Failure REports CBA assessment results TTESS				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$800.00							
2) Cigarroa Middle School teachers will turn in a Six Weeks Grade Analysis Report and a District Assessment Analysis form of students who failed which includes the causal factors and the improvement strategy to include subpopulations like Sp. Ed. Students, LEP students, etc.	1	Principal Assistant Principals Campus Instructional Facilitators Instructional Coaches	Compilation of reports by content every six weeks				
3) Cigarroa Middle School will redesign the master schedule to allow 6th thru 8th grade students to be double blocked for 82.5 minutes of instruction in Math and Reading.  All students will be placed in teams and grouped by heterogeneous grouping and grade level teacher common planning periods.	1	Principal Assistant Principals  Campus Instructional Facilitators	Master Schedule/ Team Binders				

4) Cigarroa Middle will continue to work with two classroom reduction teachers to address the needs of At-Risk (TIER 3) students that have failed one or more times or have been identified on the ELL failure report as having been in the LEP students for 4 or more years and are still below the advance levels on their TELPAS Reports	1	Principal Assistant Principals Campus Instructional Facilitator Master Teachers/Instructional Coaches	TELPAS Reports STAAR Results Failure Reports LEP Failure Reports Six Weeks Grades CBA Results				
5) Cigarroa Middle will reduce the number of students assigned to STAAR Math/Reading (TIER 2) classes to increase the assistance given to students in the STAAR classes.	1	Principal Assistant Principals Campus Instructional Facilitator Master Teachers/Instructional Coaches	TELPAS Reports STAAR Results Failure Reports LEP Failure Reports Six Weeks Grades CBA Results				
6) Cigarroa Middle School will support the technological infrastructure for the improvement and upkeep of current and future technology needs.	1	Principal and Assistant Principals	Meeting current and future instructional needs				
							

**Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.**

**Performance Objective 1:** Cigarroa Middle School will continue to promote proactive strategies to increase parental attendance to open houses by 10 %, leading to meaningful parent and family involvement.

**Evaluation Data Source(s) 1:** 80% of parents at Cigarroa Middle School will support their child's education as documented by teachers indicating that parents: (1) respond to school calls and correspondence, (2) attend at least one school activity

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will conduct informative sessions such as PTA, Team Parent Night, and Progress Report Night for parents and community regarding school issues, academic standards, daily attendance,	6	Principal Assistant Principals	Agendas, sign-ins, progress reports for each of the meeting held for parents				
2) Cigarroa Middle School teachers will have parent conferences (phone or in person) when students are failing.	6	Principal Assistant Principals	Returned report cards with parent signature, Parent conference documentation				
3) Cigarroa Middle School will encourage parents to participate in scheduled, special school-wide activities, assemblies, community and parental involvement sessions [f, SW 5]	6	Principal Assistant Principals	Log of participants for each of the scheduled activities /events				
4) Cigarroa Middle School will establish and maintain a web site for the campus and a class page for each teacher on the E-Chalk system.	6	Principal Assistant Principals Tectnology Trainer	Number of teacher web sites Individual Teacher web sites and Campus web site				
5) Cigarroa Middle School teachers will inform parents of the goals and objectives of the Texas public school system in regards to STAAR and promotion guidelines.	6	Principal Assistant Principals	Agendas, parent conference summary report, sign in sheets.				
6) Cigarroa Middle School's Parental Involvement Liaison will continue to assist in maintaining communication and a positive working relationship with the parents and the community.	6	Principal Assistant Principals Parent Liaison District Parent Coordinator	Parental Involvement Logs				


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

**Goal 3:** The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

**Performance Objective 2:** Cigarroa Middle School will work to increase community involvement on campus by 10 %.

**Evaluation Data Source(s) 2:** Cigarroa Middle School will have a minimum of three yearly projects involving members of the community, and increasing the number of events by at least 10%.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will ensure that community leaders, including business representatives, participate in CEIC.	6	Principal Assistant Principals	Agenda & sign-ins for meetings				
2) Cigarroa Middle School will encourage community members to participate in campus activities, such as Career Awareness Sessions, Academic Day, Red Ribbon Rally and AR kick off.	6	Principal Assistant Principals	Log of participants for each of the scheduled activities /events				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$840.00							
3) Career day, guest speakers, authors, and visits to local businesses and institutions of higher learning will be sponsored to broaden student horizons and help them focus on their future goals.	6	Principal Assistant Principals	Sign-ins, student reports				
							

**Goal 4: The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.**

**Performance Objective 1:** Increase Fitness gram scores by 5 %.

**Evaluation Data Source(s) 1:** 100 % of CMS students will show an increase in their Fitness gram scores.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) In P.E. class, students will be required to walk/jog laps for the first ten minutes.	1	Administration	Attendance logs, observation/lap log				
			Fitness Gram Report				
Funding Sources: 181 - Athletic Fund - \$500.00, 181 - Athletic Fund - \$26200.00, 181 - Athletic Fund - \$28000.00, 181 - Athletic Fund - \$25150.00							
2) Individual fitness folders will reflect the progress of each student.	1	Administration	Fitness folder				
							

**Goal 4:** The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.

**Performance Objective 2:** Increase student awareness of the benefits of a healthy lifestyle by increasing in the number of students taking the fitness/health classes.

**Evaluation Data Source(s) 2:** 100% of CMS students will acquire knowledge on the benefits of a healthy lifestyle through their elective classes.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Monthly, during P.E. classes, students will be reading about issues relating to healthy lifestyles. Posters will be placed around the campus promoting healthy lifestyles.	1	Principal Assistant Principals	Walkthroughs, Test Results				
2) Nurses will be available to monitor and assist with student health issues on a daily basis.	1	Principal Assistant Principals	Student journals, student posters, student essays				
3) UIL Athletic Programs will benefit students by promoting a healthy and active life style by encouraging student participation in athletics.	1, 5	Principal, coaches	Increase number of students participating in programs.				
							




**Goal 4:** The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.

**Performance Objective 3:** 100% of the faculty and staff will be given the opportunity to participate in our campus employee wellness program.

**Evaluation Data Source(s) 3:** 100% of the faculty and staff will be given the opportunity to take the Fitness gram test to show that our campus employees are leading a healthier lifestyle.

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Employees can participate in open gym before school or after school at least once a week.	1	Principal Assistant Principals	Fitness logs				
							

**Goal 5: The school district will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.**

**Performance Objective 1:** Cigarroa Middle school will develop and implement strategies that are 100 % aligned to campus budget, needs assessment and performance data.

**Evaluation Data Source(s) 1:** 100% of alignment of campus budget to needs assessment, and STAAR data.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will implement A budget process to ensure the campus meets its goals and priorities.	1	Principal Assistant Principals	Budget committee agenda, District Budget printouts				
2) Cigarroa Middle School will ensure that campus fiscal allocations will be ear-marked for Scientifically Based Researched (SBR)resources: a. Consultants b. Workbooks/software/etc.	1	Principal Assistant Principals	Purchase requisitions, current budget printouts				
3) Cigarroa Middle School will complete a comprehensive needs survey to make monetary allocations for campus needs.	1	Principal Assistant Principals	Needs Assessment Survey and Purchase requisitions				
4) Cigarroa Middle Schools Five year Campus Improvement Plan: New AC control system Instructional classroom Wing (6 class-rooms) and connect all buildings.Remodel entrance, refurbish and connect -ion of all buildings.	1	Principal Assistant Principal	Needs Assessment Survey and purchase requisitions				
							

**Goal 5:** The school district will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.

**Performance Objective 2:** 100 % of teaching staff will be utilized to assist with student learning every day.

**Evaluation Data Source(s) 2:** 100% instructional resources and materials will be used to promote student achievement as noted in the chart.

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School teachers will share effective teaching practices/ activities with each other in order to promote uniformity in learning.	1	Principal Assistant Principals Campus Instructional Facilitator	Sign in sheets and sample lessons				
2) Cigarroa Middle School teachers will engage in structured lessons planning during their daily department meeting time by using DMAC to analyze performance data.	1	Principal Assistant Principals Campus Instructional Facilitator	Lesson Plans walkthroughs Analyzes Reports CBA Data STAAR Data				
3) CATE Teachers will engage students in daily activities in current software and technology.	1	Principal Assistant Principal	Lesson Plans walkthroughs Six weeks grades				
Funding Sources: 199 - General Fund: CTE (PIC 22) - \$1000.00, 199 - General Fund: CTE (PIC 22) - \$3658.00							
							

**Goal 6: The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.**

**Performance Objective 1:** 100% of first year teachers will be partnered with a TxBESS Mentor

**Evaluation Data Source(s) 1:** Campus will recruit and maintain highly qualified staff

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle will continue partnership with TAMIU Teacher Preparation Program.	5	Principal Assistant Principals	Shadowing, Mentoring and Modeling logs Student fulfillment of University requirements				
2) Cigarroa Middle School will continue the district mentor program for all new teachers by assigning each new teacher a TxBESS Mentor and 2nd year teachers, a TxBESS Buddy.	5	Principal Assistant Principals	TxBESS forms and logs				
3) Cigarroa Middle School will implement a new campus initiative to assist new teachers by pairing them with seasoned teachers within the academic team.	2, 3, 5	Principal Assistant Principals Instructional Coordinator	Sign in sheets during Team Meetings. Teacher retention at the end of the year.				
							

**Goal 6:** The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

**Performance Objective 2:** 100% of campus faculty will be certified to teach in their assigned content area and increase certification of teachers in areas that address special populations, such as ESL or bilingual populations

**Evaluation Data Source(s) 2:** Increase the number of ESL certified teachers to 100% of our ELA staff. Campus will recruit and maintain highly qualified staff.

**Summative Evaluation 2:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) New CMS teachers will observe experienced Master Teachers and other teachers to gain classroom management strategies.	5	Principal Assistant Principals	Observation Logs  Walkthroughs				
2) LEA (Local Educational Agency) will provide content deans for support.	1	Principal Assistant Principals	Logs and Sign In				
3) Teachers will continue to receive training on Kagan, Rigor and Relevance Instruction, ESL and Differentiation strategies, SIOP and on the STAAR Assessment.	1	Principal Assistant Principals	Sign-ins Walkthroughs				
<b>State System Safeguard Strategy</b> 4) Strategies to attract highly qualified Teachers for the 2016-17 school year to actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.	1, 3, 4, 5	Principal	Maintain highly qualified teachers. Lower teacher turnover rates. Maintain a high level of academic success to support and encourage growth improvement and student achievement.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$5468008.00							
5) General Staff funding at Cigarroa MS	1	Principal	Personal Evaluations				
							

**Goal 7: The school district will ensure that students and staff are provided with quality support services as well as secure, properly maintained, energy efficient facilities that are conducive to academic achievement.**

**Performance Objective 1:** 100 % of accountability of fixed assets and accurate inventories.

**Evaluation Data Source(s) 1:** Inventory will be updated and maintained on a yearly basis with 100% accuracy.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Cigarroa Middle School will maintain a fund tracking system to account for all program expenditures.	1	Principal Assistant Principals	Annual budget, Budget Transfer Amendments				
2) Cigarroa Middle School will update fixed assets inventory	1	Principal Assistant Principals	Annual budget, Budget Transfer Amendments				
3) The CMS will participate in the E-rate Program that offers discounts for Voice, video and data communication		Principal and Chief Technology Officer	Broad Band and continued accessibility to instructional web to ensure communication in the learning process. Annual Report				
Funding Sources: 180 - E-Rate Fund - \$236592.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Cigarroa Middle School will implement teaming in which a group of students will share common content area teachers (ELAR, math, science, social studies). This strategy will establish stronger student/parent relationships and allow teachers to address and target students' academic needs/social needs and concerns. Teaming will allow teachers to use quality data to drive instructional decisions that will lead to improved student performance.
1	1	2	Cigarroa Middle School will increase the academic performance of special education students by ensuring that students are placed in the least restrictive environment based on ARD decisions. An assessment criteria will be considered in helping determine the best instructional setting for the students. ARD committees will analyze data such as CBA, benchmark and STAAR scores as well as other contributing factors.
1	1	3	Cigarroa Middle School will increase the academic performance of ELL students in the area of math, science, social studies by ensuring that students are placed in the regular education setting in the aforementioned subject areas with the teachers implementing SIOP strategies for which they will receive professional development.
1	1	4	Cigarroa Middle School will increase the academic performance of all students by implementing writing in the 6th grade for all students. Sixth grade writing teachers will be part of each academic team and serve as an additional content area teacher. This increased learning time will improve the writing performance that is assessed in the 7th grade and again in the 9th grade.
1	2	1	Cigarroa Middle School will provide professional development on the teaming concept which will be fully implemented. Teachers will be trained on the essential components of successful teaming in order to increase teacher quality and increase student performance.
1	2	2	Cigarroa Middle School teachers will engage in continuous professional development that will include the Flipped PTLC process, Leading Intentional Intervention, Review to the Rescue-Superheroes in Training, Connecting Standards to Instruction, SIOP and differentiated instruction. Professional development will support the campus in retaining effective teachers while supporting and enhancing the knowledge and skills of current staff and new staff.
1	3	1	Cigarroa Middle School will ensure that All students in need of remediation will attend afterschool tutorials and Super Saturdays, for assistance in Math, Reading, Writing, Science, and Social Studies.
1	3	2	Cigarroa Middle School will ensure that the Response to Intervention committee meets as needed to review student progress and recommend intervention strategies.
1	3	3	Cigarroa Middle School will assign a math classroom reduction teacher to ensure that the Response to Intervention TIER III classes will assist student that failed the 2016 STAAR Exam
1	4	1	Cigarroa Middle Schools administrative teams will spend 70% of their working time overseeing the instructional component of their assigned duties by conducting at least twenty walkthroughs per week for teachers.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	4	2	Cigarroa Middle School administrators will schedule meetings every week with Campus Leadership TEAM to ensure adherence to timeline, scope and sequence, curriculum rigor, and analysis of assessment results.
6	2	4	Strategies to attract highly qualified Teachers for the 2016-17 school year to actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.



## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Cigarroa Middle School will implement teaming in which a group of students will share common content area teachers (ELAR, math, science, social studies). This strategy will establish stronger student/parent relationships and allow teachers to address and target students' academic needs/social needs and concerns. Teaming will allow teachers to use quality data to drive instructional decisions that will lead to improved student performance.
1	1	2	Cigarroa Middle School will increase the academic performance of special education students by ensuring that students are placed in the least restrictive environment based on ARD decisions. An assessment criteria will be considered in helping determine the best instructional setting for the students. ARD committees will analyze data such as CBA, benchmark and STAAR scores as well as other contributing factors.
1	1	3	Cigarroa Middle School will increase the academic performance of ELL students in the area of math, science, social studies by ensuring that students are placed in the regular education setting in the aforementioned subject areas with the teachers implementing SIOP strategies for which they will receive professional development.
1	1	4	Cigarroa Middle School will increase the academic performance of all students by implementing writing in the 6th grade for all students. Sixth grade writing teachers will be part of each academic team and serve as an additional content area teacher. This increased learning time will improve the writing performance that is assessed in the 7th grade and again in the 9th grade.
1	2	1	Cigarroa Middle School will provide professional development on the teaming concept which will be fully implemented. Teachers will be trained on the essential components of successful teaming in order to increase teacher quality and increase student performance.
1	2	2	Cigarroa Middle School teachers will engage in continuous professional development that will include the Flipped PTLC process, Leading Intentional Intervention, Review to the Rescue-Superheroes in Training, Connecting Standards to Instruction, SIOP and differentiated instruction. Professional development will support the campus in retaining effective teachers while supporting and enhancing the knowledge and skills of current staff and new staff.

# State Compensatory

## Budget for Dr. Joaquin G. Cigarroa Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-043-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$368,336.00
199-11-6119-20-043-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,000.00
199-31-6119-00-043-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,994.00
199-12-6129-00-043-7-30-000	6129 Salaries or Wages for Support Personnel	\$27,478.00
199-32-6129-00-043-7-30-000	6129 Salaries or Wages for Support Personnel	\$36,519.00
199-32-6139-00-043-7-30-000	6139 Employee Allowances	\$5,094.00
199-11-6141-00-043-7-30-000	6141 Social Security/Medicare	\$5,340.00
199-31-6141-00-043-7-30-000	6141 Social Security/Medicare	\$420.00
199-32-6141-00-043-7-30-000	6141 Social Security/Medicare	\$604.00
199-11-6142-00-043-7-30-000	6142 Group Health and Life Insurance	\$26,141.00
199-12-6142-00-043-7-30-000	6142 Group Health and Life Insurance	\$4,061.00
199-31-6142-00-043-7-30-000	6142 Group Health and Life Insurance	\$2,031.00
199-32-6142-00-043-7-30-000	6142 Group Health and Life Insurance	\$8,122.00
199-11-6143-00-043-7-30-000	6143 Workers' Compensation	\$1,282.00
199-12-6143-00-043-7-30-000	6143 Workers' Compensation	\$96.00
199-31-6143-00-043-7-30-000	6143 Workers' Compensation	\$101.00
199-32-6143-00-043-7-30-000	6143 Workers' Compensation	\$146.00
199-11-6145-00-043-7-30-000	6145 Unemployment Compensation	\$140.00
199-12-6145-00-043-7-30-000	6145 Unemployment Compensation	\$10.00
199-31-6145-00-043-7-30-000	6145 Unemployment Compensation	\$11.00
199-32-6145-00-043-7-30-000	6145 Unemployment Compensation	\$16.00
199-12-6146-00-043-7-30-000	6146 Teacher Retirement/TRS Care	\$563.00

199-31-6146-00-043-7-30-000	6146 Teacher Retirement/TRS Care	\$1,188.00
199-32-6146-00-043-7-30-000	6146 Teacher Retirement/TRS Care	\$853.00
199-11-6146-00-043-7-30-000	6146 Teacher Retirement/TRS Care	\$13,584.00
<b>6100 Subtotal:</b>		<b>\$571,130.00</b>
<b>6200 Professional and Contracted Services</b>		
199-11-6249-00-043-7-30-000	6249 Contracted Maintenance & Repair	\$15,000.00
<b>6200 Subtotal:</b>		<b>\$15,000.00</b>
<b>6300 Supplies and Services</b>		
199-11-6329-00-043-7-30-000	6329 Reading Materials	\$10,000.00
199-11-6399-00-043-7-30-000	6399 General Supplies	\$130,690.00
<b>6300 Subtotal:</b>		<b>\$140,690.00</b>
<b>6400 Other Operating Costs</b>		
199-32-6499-99-043-7-30-CIS	6499 Miscellaneous Operating Costs	\$18,000.00
<b>6400 Subtotal:</b>		<b>\$18,000.00</b>

**Personnel for Dr. Joaquin G. Cigarroa Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aparicio, Marco	Attendance Officer	State Comp	1
Flores, Dora	Hombound Teacher	State Comp	0.20
Galvan, Estrella	Attendance Officer	State Comp	1
Montemayor, Margarita	Hombound Lara Teacher	State Comp	0.12
Robinson, Esmeling	Math Teacher	State Comp	1
Rodriguez, Miguel	Math Teacher	State Comp	1
Sanchez, Guillermina	Library Clerk	State Comp	1
Sanchez, Orlando	Math Teacher	State Comp	1
Sanchez, Terri	At-Risk Counselor	State Comp	0.5
Tijerina, Sergio	Hombound Teacher	State Comp	0.20
Torres, Juan	Lang. Arts Teacher	State Comp	1
Trevino, Maria Cecilia	Math Teacher	State Comp	1
Vasquez, Clarissa	Lang. Arts Teacher	State Comp	0.5
Villa, Claudia	Teen Leadership Teacher	State Comp	0.5

# Title I

## Schoolwide Program Plan

### Schoolwide Plan

The schoolwide program in the Laredo Independent School District is intended to upgrade the entire educational program at all eligible campuses. Its primary goal is to ensure that all students, particularly those students who are low-achieving, demonstrate proficient and advanced levels of achievement in the state assessment. The emphasis of the program is to serve all students, improve all structures that support student learning, and to combine all resources, as allowed, to achieve student success thus maximizing the impact of Title I.

This will require that all schoolwide campuses

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan;
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

### Needs Assessment

The comprehensive needs assessment is the centerpiece of the planning process and should be the driving force that most impacts the district and campus improvement plans. Using internal and external data assists the planning team in developing its vision of the future in a systematic effort to acquire an accurate, thorough picture of the district. The comprehensive needs assessment should identify the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

The recommended activities for the Comprehensive Needs Assessment are

- Establish a planning team composed of educators, parents, community members, and business representatives;
- Create a vision for schoolwide reform;
- Identify data sources to substantiate planning recommendations;
- Analyze the data;
- Use the data to create a campus profile.

When you evaluate the Comprehensive Needs Assessment Process campuses should be able to

- Provide documentation of the planning team and its required members.
- Ensure and document that the ten Title I components were effectively addressed.
- Provide documentation of checks and balances established in order to ensure that the comprehensive needs assessment drives the schoolwide plan.

## **Reform Strategies**

Schoolwide reform strategies must provide opportunities for all children to meet the state’s proficient or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children. Statute specifies guidelines in five different areas for use by campuses when evaluating effective instructional strategies.

## **Possible Activities**

- Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research.
- Identify how each activity in your school strengthens the core academic program.
- Identify scientifically-based research programs that increase the amount and quality of learning time.
  - Review the master schedule to identify opportunities for extended learning time.
  - Investigate how manipulatives are used in the various core areas.
- Identify programs within your school that address enriched and accelerated curriculum issues.
  - Conduct a curriculum alignment audit.
- Disaggregate the data by sub-groups to determine your programs’ effectiveness in meeting the needs of historically underserved student populations.

When campuses evaluate the Schoolwide Reform Strategies, the campuses should be able to

- Provide documentation of extended learning processes/strategies that improved quality of learning.
- In the areas of core curriculum, enrichment curriculum, and accelerated curriculum, provide documentation of how rigor and relevance was determined.
- Indicate the instructional and schoolwide strategies being used to address the needs of all students to meet or exceed the AYP standards.
- Document the specific strategies being used to address the needs of low achieving students and those at risk of not meeting the required AYP standards.
- Provide evidence of the assessments used to measure student achievement on a continual basis.

## **Instruction by Highly Qualified Staff**

Instruction by highly qualified teachers must be provided to all students. High poverty, low-performing schools are sometimes staffed with

disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required to be highly qualified.

### **Possible Activities**

- Record highly qualified status of teachers, their teaching position, the course(s) they teach, and their service records.
- Record highly qualified status of paraprofessionals, their assignments, and their service records.
- Record paraprofessional duties that increase the opportunities for all students to meet the academic achievement standards.
- Provide an effective Buddy/Mentoring system.
- Assign teachers for a “best fit” of their strengths.
- Professional development of “in-place” programs prior to school year with ongoing evaluations of effectiveness.
- Monitor effectiveness of teachers by frequent walk-throughs.
- Provide time for teachers to observe master teachers in the classroom.
- Provide opportunity for teachers to have classroom materials explained as to their use in instruction.
- Provide opportunities for collaboration in looking at benchmark and testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction.

When campuses evaluate the Instruction by Highly Qualified Staff, the campuses should be able to

- Provide documentation of all highly qualified core content area teachers.
- Provide documentation of the teachers not highly qualified. Document and indicate the process used for teachers who are not highly qualified but are working toward becoming highly qualified.
- Ensure and provide evidence that the best teachers are being assigned to the critical areas of instruction and student need.
- Provide documentation that all paraprofessionals are highly qualified.
  
- Provide evidence that all instructional paraprofessionals are being utilized effectively to assist student achievement.
- Ensure and provide evidence that the mentoring system effectively supports and engages staff.

### **Professional Development**

Teachers and other staff in schoolwide program schools must be prepared to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

## Possible Activities

- Select the professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate.
- Utilize book study groups and department led training.
- The LEA will provide opportunities for all employees to obtain training in programs and initiatives that are already in place.
- Utilize video conferencing equipment and/or online training to meet the schedules of teachers.
- The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
- Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
- Rearrange the school day to include a block of time before, during, or after school for collaborative meetings or planning time across grade levels and content areas.

When campuses evaluate the Professional Development Program, the campuses should be able to

- Provide the data and process that was used to determine the professional development needs of principals, teachers, paraprofessionals, and parents.
- Ensure and provide evidence that staff members participate in staff development.
- Provide evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning.
- Monitor, evaluate, and provide documentation of teacher effectiveness in correlation with professional development and its impact on student learning, leadership, and school community.
- Provide documentation that administrators conduct classroom observations to monitor implementation of professional development activities.
- Provide documentation that the campus/district calendar provides scheduled opportunities outside of the teaching day for teachers to sustain their staff development.
- Provide evidence of scheduled staff development as it relates to specific campus needs.

## Recruitment

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

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## Possible Activities

- Advertise in the newspaper, on the web, television, radio.
- Advertise in subject-related professional publications.
- Attend college and ESC job fairs.
- Provide salary based incentives for high-need content areas, i.e. math and science.
- Provide mentoring program.
- Retain teaching staff through reform strategies to change the characteristics of the campus to become more personally and professionally satisfying.
- Promote quality leadership (campus administration).
- Provide on-going professional development for programs that are in place on a campus for both teachers and instructional paraprofessionals.

When campuses evaluate the effectiveness of the Retention and Recruitment Program, the campuses should be able to

- Provide documentation that staff will receive incentives for additional certifications or trainings that are needed.
- Provide documentation of the campus/district teacher turnover rate and the plan of action to minimize or resolve the issue.
- Provide documentation and impact of the new teacher mentoring and training activities.
- Provide evidence of recruitment efforts using multiple forms of media.
- Provide documentation concerning the process for assigning teachers to critical instructional areas.
- Provide evidence of reform strategies that create a stable and effective instructional staff.

## Parental Involvement

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies that increase parental involvement.

## Possible Activities

- **Notification:** Schools shall send information to parents in a language and format they can understand, including: parents' right to know teacher qualifications, parents' right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
- **Consultation:** Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level.
- **Building Capacity:** Schools shall assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program. Schools shall provide materials and training in areas such as literacy or technology.

When campuses evaluate the effectiveness of the Parental Involvement Program, the campuses should be able to

- Provide results and documentation of parent and staff surveys.
- Provide evidence that parental involvement activities are monitored and documented in campus improvement plan.
- Provide evidence of parental involvement through participation and attendance logs.

## Transition

For the purpose of Title I, Part A, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

## Possible Activities

- Coordinate the professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals.

- Arrange for kindergarten and preschool teachers to visit each other's classrooms.
- Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.
- Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten.
- Instruction is always intentional, and frequently is direct and explicit. There is a balance between individual, small-group, and large-group activities.
- The classroom environment is one where children feel well cared for and safe. It also stimulates children's cognitive growth and provides multiple and varied opportunities for language and literacy experiences.
- Teachers frequently check children's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help.
- The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children's education.

When campuses evaluate the effectiveness of the Transition Program, the campuses should be able to

- Provide evidence of monitoring and documentation of the transition process.
- Provide evidence of transition trainings and follow-through processes.
- Reveal evidence of the data used to target student transition issues and provide documentation of the support that directly impacted them.

### **Teacher Included In Decisions**

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

#### Possible Activities

- Provide opportunities for teachers to work together in developing student assessments such as: benchmark assessments, teacher observations, performance assessments, teacher made assessments during grading periods, and student inventories.
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments.
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.

- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

When campuses evaluate the effectiveness of Teachers being Included in the Decisions Regarding Assessments, the campuses should be able to

- Provide evidence/data that the current assessment materials that were developed or purchased by the campus provided the necessary data to impact instructional decisions and improve student outcomes.
- Provide documentation of the changes made to the program based on teacher collaboration, assessment, and analysis of student data.
- Provide evidence that the inclusion of teachers in decisions of student assessments improved student achievement and improved the program.
- Provide evidence of teacher professional development in the areas of assessments, the design of effective instruments, and the analysis of data.

### **Timely Assistance to Students**

The schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

### **Possible Activities**

- Analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school.
- Provide individualized/small group learning sessions.
- Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.
- Conduct parent/teacher conferences to keep parents informed.
- Provide school counseling services.
- Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.
- Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities.

When campuses evaluate the Assistance to Students, the campuses should be able to

- Provide documentation of the process used to identify students for extra assistance.
- Provide evidence that students' needs were met in a timely manner.
- Provide documentation of the strategies or best practices that most reveal student academic success.
- Provide documentation of all students who received additional assistance.

## **Coordination and Integration**

Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

### Possible Activities

- Document the Federal, State, and local services and programs at each schoolwide school such as:
  - Title Programs
  - Career and Technical Education
  - Nutrition Programs
  - Homeless Programs
  - Head Start
  - Violence Prevention Programs

- Adult Education
  - Job Training
  - Family Literacy
- List resources and services that have common requirements such as:
    - Professional Development
    - Parental Involvement
    - Violence Prevention
    - Family Literacy
  - Determine where coordination and integration can occur based on program intent and purpose.
  - Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program.

When campuses evaluate the Coordination and Integration of Funding Sources, the campuses should be able to

- Through analyzing data, ensure and provide evidence that students are making progress.
- Ensure and provide evidence that the intent and purpose of each coordinated program was met.
- Provide evidence of supplemental processes used with each coordinated program.

Provide documentation of comparability testin

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Sanchez	Health Assistant	Title I	1
Deborah Bustos	Teacher Aide	Title 1	1
Josef Sakr	Lang. Arts Teacher	Title I	1
Kerry Bonugli	Campus Teacher Trainer	Title I	0.6
Maria E. Castelar	Teacher Aide	Title I	1
Maria Salinas	Instructional Facilitator	Title I	1
Martha Castro	Parental Involvement Liaison	Title I	1
Raul Ramirez	Teacher Aide	Title 1	1
Sergio Munoz	LVN	Title I	1

# Plan Notes

Notes used from CBDM Committee meetings



# Campus Funding Summary

<b>180 - E-Rate Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	E-Rate	6600	\$236,592.00
<b>Sub-Total</b>					<b>\$236,592.00</b>
<b>181 - Athletic Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Payroll-Extra Duty	6100	\$500.00
4	1	1	Contracted Services	6200	\$26,200.00
4	1	1	Supplies and Materials	6300	\$28,000.00
4	1	1	Misc. Operating Expenses	6400	\$25,150.00
<b>Sub-Total</b>					<b>\$79,850.00</b>
<b>199 - General Fund: Basic Instruction (PIC 11)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	purchases & contracted svs, supplies & materials, other operating expenses	6200,6300,6400	\$40,860.00
1	1	2	Supplies for Teachers	6300	\$16,433.00
1	1	2	Copier	6200	\$17,968.00
1	1	2	Library Books	6300	\$2,695.00
1	1	2	PSP consultant	6200	\$17,000.00
2	5	1	Training Region One	6200	\$800.00
3	2	2	Library (Alexandria)	6200	\$840.00
6	2	4	payroll	6100	\$5,468,008.00
<b>Sub-Total</b>					<b>\$5,564,604.00</b>
<b>199 - General Fund: Operating (PIC 99)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	payroll	6100	\$575,928.00

1	1	2	purchases & contracted svcs	6200	\$21,575.00
1	1	2	supplies & materials	6300	\$48,333.00
1	1	2	capital outlay	6600	\$3,200.00
2	4	4	other operating expenses	6400	\$41,200.00
<b>Sub-Total</b>					\$690,236.00

**199 - General Fund: Special Education (PIC 23)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	payroll	6100	\$807,355.00
1	1	2	supplies & materil	6300	\$172.00
<b>Sub-Total</b>					\$807,527.00

**199 - General Fund: Athletic (PIC 91)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	payroll	6100	\$62,338.00
<b>Sub-Total</b>					\$62,338.00

**199 - General Fund: Bilingual (PIC 25)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	payroll	6100	\$122,470.00
1	1	2	purchases & contracted services and supplies & materials	6200,6300	\$48,060.00
1	3	1	Payroll- tutorials	6100	\$63,637.00
<b>Sub-Total</b>					\$234,167.00

**199 - General Fund: CTE (PIC 22)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	purchases & contracted services	6200	\$1,000.00
5	2	3	supplies & materials	6300	\$3,658.00
<b>Sub-Total</b>					\$4,658.00

**199 - General Fund: GT (PIC 21)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplies & materials	6300	\$444.00

					<b>Sub-Total</b>	\$444.00
<b>199 - General Fund: SCE (PIC 30)</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	payroll	6100		\$539,217.00
1	1	2	supplies & materials	6300		\$140,690.00
1	1	2	Study Island Lic	6200		\$15,000.00
1	3	1	Payroll - Tutorials	6100		\$40,000.00
2	1	9	other operating expenses	6400		\$18,000.00
					<b>Sub-Total</b>	\$752,907.00
<b>211 - ESEA Title I: Improving Basic Program</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	payroll	6100		\$430,931.00
1	2	2	Supplies	6300		\$13,782.00
1	3	5	Travel	6400		\$2,500.00
					<b>Sub-Total</b>	\$447,213.00
<b>224 - IDEA - Part B: Formula Fund</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	payroll	6100		\$207,956.00
					<b>Sub-Total</b>	\$207,956.00
<b>255 - ESEA II, A Training &amp; Recruiting</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	payroll	6100		\$178,067.00
					<b>Sub-Total</b>	\$178,067.00
<b>263 - LEP Bilingual Program Fund</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	2	payroll	6100		\$17,951.00
					<b>Sub-Total</b>	\$17,951.00
<b>435 - SSA Regional Day School - Deaf</b>						

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	payroll	6100	\$173,327.00
<b>Sub-Total</b>					\$173,327.00
<b>Grand Total</b>					\$9,457,837.00