

Weslaco Independent School District
Mary Hoge Middle School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps



Mission Statement

Mary Hoge Middle School shall provide an educational environment suited to the needs, interests, and abilities of students as it helps them develop to their maximum potential. Students have the opportunity to grow in positive self-awareness, from dependent to independent learning, in personal discipline, in citizenship, and in academic and social skills through diversified educational experiences.

Vision

The community of Mary Hoge Middle School will actively develop student engagement, academic achievement and personal accomplishment that will lead to confident, responsible adults who believe in their success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Hoge Middle School is a 6th - 8th grade Title 1 campus in Weslaco ISD located in Weslaco, Tx. The total number of students enrolled for 2017 is 1005. The Mary Hoge middle school population is composed of 100% Hispanic, 40% ELL, 10% Special Ed, 90% Economically Disadvantage, 13% Migrant.

For the 2016-2017 PEIMS Fall Submission, Mary Hoge middle school had 982 students and employed 80 staff.

According to the most recent TAP Report, teachers serving the campus are 91% Hispanic, beginning teachers account for 6.7% years of experience, 1-5 years teachers account for 17%, teachers with 6-10 years of experience account for 23%, 11-20 years of experience account for 31% of teachers, and teachers with over 20 years experience account for 20%.

Demographics Strengths

MHMS increased 3% in Index 1

MHMS increased 2% in Index 3

MHMS scored the top of in Index III, closing the performance gap

- * Attendance rate is comorable to the region and the state.
- * The annual drop out rate is lower than the region and the state.
- * Our turn over rate for teachers is less tha half of the state's rate.
- * The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL.

Root Cause: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Problem Statement 2: SpEd students in all grade levels are not meeting STAAR standards at the same rate as non-SpEd students. **Root Cause:** SpEd students are below grade level and STAAR test is on grade level.

School Processes & Programs

School Processes & Programs Summary

MHMS fine arts department offers band, orchestra, choir, folkloric dance, art and theatre arts classes. MHMS students have the option to compete in UIL events based either academic and athletic programs. Students have the option to participate in advanced academic classes such as English I, Algebra I and Geometry if they meet the criteria. Eight grade students can also take Spanish I and earn high school credit. The following sports are offered to 7th and 8th grade students: baseball, soccer, basketball, volleyball, softball, football, tennis, swimming, cross country, track and golf.

MHMS students

School Processes & Programs Strengths

- All teachers meet once a week to review data, reflect and learn strategies for the diverse learner as a professional learning community.
- Core teachers meet in grade level meetings once a week to plan and develop common formative and summative assessments, lesson design, interventions and data analysis.
- Teachers compile data binders to increase student performance.
- Teachers and student have a wide array of technology available.
- Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Vertical alignment is present in core subjects.
- Teachers implement the use of TEKS resource system and follow the scope and sequence and year at a Glance and the Instructional Focus Development Plan.
- English I, Algebra I, Geometry and Spanish I are advanced courses available to 8th grade students who meet the criteria.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

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 Released Test Questions
- STAAR ELL Progress Measure data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By Spring of 2018, the number of students who score at the Approaches level on the Social Studies STAAR will increase from 61% to 66% in Spring 2018.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Effective Reading Strategies, building academic vocabulary</p> <p>Historical issues such as specific eras/dates/significant figures in World History and US History</p> <p>Geographical, Political, Social and Economical Influences in History</p>		Campus Admin	Improved performance for all populations on CBA's benchmark and STAAR/ EOC.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Social Studies teachers will attend the social studies conference with the district strategist.</p> <p>TCSS Fall Conference</p>		Campus Admin SS strategist	Improve professional learning and instructional strategies				
		Funding Sources: State Comp Ed (SCE) - 0.00					

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Data analyses with test preparation materials for STAAR social studies</p>		<p>Campus Admin District strategist</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Training in strategies for ELL students will be provided during campus PLC</p>		<p>Campus Admin</p>	<p>Improved instructional strategies that lead to improvement in benchmarks, CBAs and STAAR.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.







Performance Objective 2: By spring of 2018, the number of students who score at the Approaches level on the Math STAAR will increase from 63% to 68%

In addition, the percentage of Algebra I students who score at the Approaches Level on the EOC assessment will increase from 82% in Spring 2017 to % in Spring 2018

Evaluation Data Source(s) 2: STAAR data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-12.</p>		Campus Admin District Math strategists	<p>Increased performance of students on assessments</p> <p>Campus based assessment Curriculum based assessments District Benchmarks STAAR/ EOC</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs:</p> <p>Envision Math - Pearson Reasoning MInd Reflex Math Imagine Math HMH Personal Math trainer ALEKS</p>	1	Campus Admin District Math Strategist	<p>Increase performance of students on assessments</p> <p>Curriculum Based Assessment District Benchmark STAAR/ EOC Campus Based assessment</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <p>TEKS RS Performance Assessments Math Tasks</p>	1	Campus Admin District Math strategist	Curriculum Based Assessments District Benchmarks STAAR/ EOC				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:</p> <p>Campus PLC TRC - Participating Teachers RVGCTM CAMPT Region 1 State Assessment Conference</p>	1	Campus admin District Math strategist	Curriculum Based assessment District Benchmark STAAR/ EOC				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>5) Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.</p>		Campus Admin District Math strategist	Increase performance of students on assessments Campus Based assessments Curriculum Based assessments				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.







Performance Objective 3: By Spring 2018, the number of students who score at the Approaches level on the STAAR Reading assessment will increase from 63% to 68%. Approaches level on the STAAR Writing assessment will increase from 70% to 75% in Spring 2018.

Evaluation Data Source(s) 3: 2018 STAAR Results

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.</p>		Campus Admin ELAR Strategist	<p>Performance on the Reading and Writing assessments will improve:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development.</p> <p>*Writing Across the Curriculum through Write to Learn Strategies</p> <p>*Reading and writing connections through out all content</p> <p>*TEKS Resource System *Abydos Three week Institute *Abydos Recertification for trainers</p>		Campus Admin ELAR Strategist	<p>Performance on writing assessments:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Provide staff development, guidance and support in the area of Guided Reading.</p>	1	Campus Admin ELAR Strategist	<p>Performance and progress on:</p> <p>*Fontas and Pinnell Benchmark Assessment System BOY, MOY, EOY</p> <p>Istation (Indicators of Student Progress) monthly assessments</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.</p>	1	Campus Admin ELAR Strategist	<p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *District Benchmarks *STAAR assessments 				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>5) Provide staff development and support on MyOn and Istation.</p>	1	Campus Admin ELAR strategist	Istation (Indicators of Student Progress) monthly assessments				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>6) Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.</p>	1	Campus Admin ELAR strategist	STAAR/ EOC English Results				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>7) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.</p>	1	Campus Admin ELAR strategist	Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY				







<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) Develop district assessments (CBAs; benchmarks) and monitor progress:</p> <p>*6rd - 8th Reading *6th and 7th Writing *English I and II</p> <p>*Monitor BOY, MOY, and EOY progress on reading assessments:</p> <p>*Monitor BOY, MOY, and EOY progress on Reading assessments: *Fountas and Pinnell Benchmark Assessment System *Istation</p> <p>Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).</p>	1	Campus Admin ELAR Strategist	Improved performance and progress on reading/ language arts assessments				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>9) Promote efferent ad aesthetic reading. Efferent:</p> <p>".... focused on obtaining a piece of information.... the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt)</p> <p>Aesthetic:</p> <p>"....readers are engaged in the experience of reading, itself... the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)</p>	1	Campus Admin ELAR strategist	Improved reading results on state and district assessments.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2017-2018 school year, there will be an increase in college readiness by 5%.

Evaluation Data Source(s) 4: Post secondary enrollment and performance, and benchmark

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.</p>	1	Campus staff District staff Teachers Counselors	Improved motivation that will lead to improved STAAR results. Decrease in referrals.				
<p>Critical Success Factors CSF 6</p> <p>2) Provide suicide prevention programs and awareness to all students.</p>		Campus staff District staff Teachers Counselors	Improved motivation that will lead to improved STAAR results.				
<p>Critical Success Factors CSF 6</p> <p>3) Implement strong conflict resolution programs that promote positive relationships and student success.</p> <p>7 Habits Leader in Me lessons</p>	1	Campus staff District staff Teachers Counselors	Decrease in referrals, increase in college plans, which will lead to an increase in STAAR results.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.







Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: Strengthen communication and increase parent and community engagement community by 10%

Evaluation Data Source(s) 1: Annual Parent - Teacher- Student Surveys, Campus Report Card, Parent Evaluations

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Communication with parents will be: timely, provided through a variety of print, phone calls, emails, parent teacher conferences, school messenger, school facebook and other media. Communication will be in language parents understand.</p> <p>Forms of communication: student/parent agreements STAAR dates Yearly goals Campus expectations Student Handbook</p>	1	Campus Admin Social Worker Counseling Dept	Effective communication between school and parents will increase better attendance, motivation, grades and test scores.				







<p align="center">Critical Success Factors CSF 5</p> <p>2) Provide trainings and/or meetings about the following: Orientation on Parent engagement Leader In Me Bullying/ Drug Prevention Literacy/ Reading Strategies ESL Meeting College & Career Exploration & Readiness STAAR (Training for Parents) Technology Mental Health Awareness & Suicide Prevention Nutrition: Health Eating Habits</p>	1	Campus Admin Counselors Social Worker	Families who are trained and informed will provide stronger support for the learner, decrease use of drugs, improved academics, better self esteem,.				
<p align="center">Critical Success Factors CSF 5</p> <p>3) Engage parents in the school's volunteer program so that they can participate in supporting school-wide, classroom, and parent engagement activities.</p> <p>Provide training for volunteers Track hours for parents who volunteer and provide certificate of volunteer</p> <p>A parent</p>		Campus Admin Social Worker Counselors	When parents are engaged and provided the opportunity to participate in campus learning initiatives; they will be awarded a certificate of hours earned with a campus lunch.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 2: Engage parents in the school's volunteer program so that they can participate in supporting school-wide, classroom, and parent engagement activities.

Evaluation Data Source(s) 2: End of the year parent survey, certificate of completion, parent reporting forms

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide training for volunteers Track hours for parents who volunteer and provide certificate of volunteer</p> <p>Create a parent action team Meet once a month</p>	1	Campus Admin Social Worker Counselors					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Effective Reading Strategies, building academic vocabulary Historical issues such as specific eras/dates/significant figures in World History and US History Geographical, Political, Social and Economical Influences in History
1	1	2	Social Studies teachers will attend the social studies conference with the district strategist. TCSS Fall Conference
1	2	1	Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-12.
1	2	2	Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs: Envision Math - Pearson Reasoning MInd Reflex Math Imagine Math HMH Personal Math trainer ALEKS
1	2	4	Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies: Campus PLC TRC - Participating Teachers RVGCTM CAMPT Region 1 State Assessment Conference
1	2	5	Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.
1	3	5	Provide staff development and support on MyOn and Istation.
1	3	6	Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.
1	3	7	Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.
1	3	8	Develop district assessments (CBAs; benchmarks) and monitor progress: *6rd - 8th Reading *6th and 7th Writing *English I and II *Monitor BOY, MOY, and EOY progress on reading assessments: *Monitor BOY, MOY, and EOY progress on Reading assessments: *Fountas and Pinnell Benchmark Assessment System *Istation Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).

State Compensatory

Budget for Mary Hoge Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,499.00
164.13.6119.00.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$92,070.00
164.32.6119.00.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,379.00
164.11.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6129.27.041.8.30	6129 Salaries or Wages for Support Personnel	\$19,449.00
164.12.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	\$30,291.00
164.23.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	\$23,330.00
164.11.6141.27.041.8.30	6141 Social Security/Medicare	\$993.00
164.13.6141.00.041.8.30	6141 Social Security/Medicare	\$1,335.00
164.23.6141.00.041.8.30	6141 Social Security/Medicare	\$338.00
164.32.6141.00.041.8.30	6141 Social Security/Medicare	\$904.00
164.11.6142.00.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.041.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6143.00.041.8.30	6143 Workers' Compensation	\$276.00
164.23.6143.00.041.8.30	6143 Workers' Compensation	\$70.00
164.32.6143.00.041.8.30	6143 Workers' Compensation	\$187.00
164.11.6143.00.041.8.30	6143 Workers' Compensation	\$88.00
164.11.6143.27.041.8.30	6143 Workers' Compensation	\$206.00

164.12.6143.00.041.8.30	6143 Workers' Compensation	\$91.00
164.12.6145.00.041.8.30	6145 Unemployment Compensation	\$27.00
164.13.6145.00.041.8.30	6145 Unemployment Compensation	\$83.00
164.23.6145.00.041.8.30	6145 Unemployment Compensation	\$21.00
164.32.6145.00.041.8.30	6145 Unemployment Compensation	\$56.00
164.11.6145.00.041.8.30	6145 Unemployment Compensation	\$26.00
164.11.6145.27.041.8.30	6145 Unemployment Compensation	\$61.00
164.11.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	\$658.00
164.11.6146.27.041.8.30	6146 Teacher Retirement/TRS Care	\$2,242.00
164.12.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	\$681.00
164.13.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	\$4,089.00
164.23.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	\$525.00
164.32.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	\$1,756.00
6100 Subtotal:		\$374,668.00
6300 Supplies and Services		
164.11.6399.00.041.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Mary Hoge Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Solis	Social Worker	Mary Hoge Middle School	1
Alma Hernandez	Instructional Aide	Mary Hoge Middle School	1
David Gorena	Campus Technology Coordinator	Mary Hoge Middle School	1
Janette Standard	Campus Instructional Facilitator	Mary Hoge Middle School	1
Krystle Sanchez	Technology Aide	Mary Hoge Middle School	1
Raquel Medrano	Library Aide	Mary Hoge Middle School	1
Selina Sandoval	At Risk Attendance Clerk	Mary Hoge Middle School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Hernandez	Para-professional	Local funding	
Delma Anciano	Para-professional	Federal SPED	
Emilio Hinojosa	Para-Professional	Title I	
Gisela Anguiano	Para-professional	Local Funding	
Gloria Herrera	Para-professional	Title I	
Jasmina Hernandez	Para-professional	Title I	
Krystal Sanchez	Para-professional	Local funding	
Luis Garcia	Federal SPED		
Magdalena Sustaita	Para-professional	Federal SPED	
Mario Guillen	Para-professional	Title I	
Paul Medeles	Para-professional	Title I	
Rachel Medrano	Para-professional	Local funding	
Sandra Gonzalez	Para-professional	Local funding	
Selina Sandoval	Para-Professional	Local funding	
Sergio Becerra	Para-professional	Federal SPED	

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00