

Harlandale Independent School District
Scheh Center
2016-2017 Campus Improvement Plan

Mission Statement

The mission of the Harlandale Alternative Center is to instill confidence and self-worth by teaching meaningful social and coping skills with our at-risk students in order to develop quality learners and contributing community members.

Vision

The Harlandale Alternative Center will create a disciplined environment with productive, collaborative and resourceful members focused on giving students the best opportunity to be successful in the classroom and work force. The Harlandale Alternative Center will teach student social skills to be effective and successful in today's society. Harlandale Alternative school will also provide a culture of high expectations, with academic goals and nurture the students with needs so that they may be able to improve academically and socially.

Value Statement

All team members will be involved in student learning by developing positive relationships with students and staff and by promoting a safe, disciplined and supportive environment.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Academic Achievement - To provide student training in test-taking skills by departments, to provide valid testing environs, to provide instruction in STAAR skills	16
Goal 2: To provide students with skills in communications, emotional coping, behavioral self-management skills (including attendance) as well as adequate and appropriate social skills in order to improve their school performances and personal life.	18
Goal 3: Special Education - Long Range Goal: To provide students with skills in communication, emotional coping, behavioral self-management skills as well as adequate and appropriate social skills in order to improve their school performance and become an independent life skills learner. ...	18
Goal 4: Technology - To Increase training of faculty and staff in pertinent and relevant topics for alternative education campuses and thereby improve the quality of instruction for students of all academic, behavioral, emotional and social skills needs.	20
Goal 5: Provide staff opportunities for on going continued professional growth, staff developments, workshops, and collaboration	21
Goal 6: Increase parental and community involvement in all school-wide events.	21
State Compensatory	22
Budget for Scheh Center:	22
Title I	24
Schoolwide Program Plan	24
2016-2017 Campus Professional Educational Review Council	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographics at the Harlandale Alternative Center for all 4 campuses are as follows:

- **DAEP H.S. - 88.5% Hispanic, 11.5% Anglo, 11% Special Education, 100% At-Risk, 100% Economically Disadvantaged. The student population is currently at 8 students with 2 females (25%) and 6 males (75%).**
- **DAEP M.S. - 100% Hispanic, 44% Special Education, 88% At-Risk, 55% Economically Disadvantaged. The student population is currently at 9 students with 6 males (66%) and 3 females (33%).**
- **Boot Camp H.S. - 100% Hispanic, 0% Special Education, 100% At-Risk, 50% Economically Disadvantaged. The student population is currently at 1 students with 1 females (100%) and 0 males (0%).**
- **Boot Camp M.S. - 100% Hispanic, 0% African American, 0% Special Education, 100% At-Risk, 100% Economically Disadvantaged. The student population is currently at 2 students with 1 females (50%) and 1 males (50%).**
- **Subject to change to due to high turnover rate.**

Demographics Strengths

The population of Harlandale Alternative Center is mainly Hispanic but all cultures are comfortable at our setting.

Special Education population has been dropping but across the campuses when peak enrollment occurs, Special Education population increases.

Attendance is monitored closely by our Behavior Specialist and Social Worker.

Demographics Needs

Demographic needs would be more support to our special Education students in the D.A.E.P. and Boot Camp campuses.

Another need would be to get staff trained in General Sheltered Instruction (SIOP), so ELL's and all students could benefit from SIOP strategies.

We, as a campus are implementing Restorative Discipline and Practices to empower our students with Problem solving and relationship building skills.

We would need to train personnel to be the trainer of trainers to educate our campus on Restorative Practices

Student Achievement

Student Achievement Summary

The students are expected to remain on the district time-lines in all core areas to continue their education at the Scope and Sequence (YAG in TRS) pace of the other students on main campuses. As the students return to their home campuses, they will be able to join the learning on pace. The Scope and Sequence from the departments will be used to keep our students on pace, if it differs from the TRS YAG.

Restorative Practices is a main focus of implementation this year at HAC. Our goal is to empower students to become conflict problem solvers and to build relationships to have a better focus on Academic success.

Student Achievement Strengths

Teachers at the Harlandale Alternative Center are following district time-lines and Scope and Sequences from the four core areas to keep students on pace, or using the YAG in the TRS. Students will return to their home campuses in step to be able to continue their learning.

Restorative practices learned here at HAC could be used to keep the students on campus and build relationships to foster academic success.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery on TEKS. These needs are listed in priority order:

- Scope and Sequence from all Core Areas, Math, Language Arts, Science and Social Studies, YAG in the TRS.**
- Time-lines for all Core Areas Math, Language Arts, Science and Social Studies, to include the YAG in the TRS unless otherwise directed by content area departments.**
- Pacing Guides for all Core Areas Math, Language Arts, Science and Social Studies.**
- Problem solving skills in the form of Restorative Practices to empower students to build relationships and create solutions for conflicts.**

School Culture and Climate

School Culture and Climate Summary

The Harlandale Alternative Center Culture and Climate is one to enable students to perform at grade level. The Harlandale Alternative Center will provide highly at-risk students with a non-traditional education environment utilizing a diversity of conceptual and instructional strategies to meet student and family needs. All efforts are to provide the educational environment necessary to develop habits and tools to be successful in the regular setting.

One of those tools will be Restorative Practices to give students options in resolving conflicts and building relationships to help foster their success.

School Culture and Climate Strengths

In the Harlandale Alternative Center environment the faculty and staff will provide:

- **Habits and thinking skills that enable them to adapt to a changing world.**
- **Positive attitudes and motivation essential for the acquisition of knowledge, understanding, and the desire for learning.**
- **Successful performance that will allow students to qualify for employment.**
- **Qualities important for becoming a good citizen and a self-sufficient member of society.**
- **Positive values of cooperation and self-respect to empower them to resist negative influences.**
- **Positive ethical and social attitudes, good self-concept and pride in their accomplishments and in their community.**
- **Restorative Practices will give students options in resolving conflicts and building relationships to help foster their success when returning to their home campuses.**

School Culture and Climate Needs

Students need to learn to respond appropriately to negative influences. They need to learn problem-solving and decision-making skills as well as goal-setting for personal improvement.

Students need to learn to identify feelings, to express feelings appropriately, to assess the intensity of feelings, to manage those feelings and to control impulsivity.

Some students placed at DAEP have a history of chronic delinquent behaviors that necessitate law enforcement involvement.

There is a need to develop KSHAC goals and expectations. A system to develop student leaders and to replenish the leaders as they return to their campuses.

Restorative Practices will give students options in resolving conflicts and building relationships to help foster their success.

Still needed is to create a new and improved Vision and Value Statements that meets the Restorative Culture on Campus.

Implement Reflective Walks for the students, to reflect on different topics as they walk in silence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our Paraprofessionals meet the Federal Requirement for Highly Qualified, meaning they have accrued enough College Credit hours, have a Paraprofessional Certificate or passed an exam. 100% of our teachers meet the Federal Requirement for Highly Qualified. The Harlandale Alternative Center replaces an average of two staff members yearly. The majority of our faculty and staff are long term employees of the district, they will remain with us as long as possible. To define long term in HISD terms, these employees would not want to work any where else but in the HISD. The recruitment of our teachers and paraprofessionals comes from interview committees who recommend the best fit for the position being filled. Employee wellness program goals helps employees stay fit, healthy and ready to serve the community.

Staff Quality, Recruitment, and Retention Strengths

The District and Campus does an excellent job of providing teachers and staff training in areas of most need. New teachers are provided a mentor in which time is allotted for them to meet.

Staff Quality, Recruitment, and Retention Needs

The area in which we could grow is in observing other teachers around the district and on campus to help our new and veteran teachers become abreast of new teaching strategies and mini assessments.

Needs fro our Employee wellness program are as follows:

- **Stationary Biles, Christmas Party, Paved parking, Eliptical Machine, Vegetable garden, Nurses's material budget.**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PLC's meet biweekly for 50 minutes to determine which TRS/Lead4ward activities will be written and used in the upcoming week's lesson plans. Best practices are shared using TRS/Lead4ward learning strategies to include Stimulus, Thinking, Instructional Strategies and Assessment.

Teachers collaborate in departments to address specific needs and targets of instruction for students. Classroom visits at other campuses is a goal we attained last year and would like to continue for our newest teachers.

Curriculum, Instruction, and Assessment Strengths

The Master schedule has time built into it to incorporate more PLC time to provide teachers with an opportunity to grow professionally and to plan meaningful, engaging, rigorous lessons.

Students have an advisory period where targeted instruction will occur to address STAAR growth areas, especially in Algebra 1.

Curriculum, Instruction, and Assessment Needs

Continue to improve in:

- **IDF Documents using the TRS, to replace our focus on HUT's documents.**
- **Lead4ward/TRS teaching activities,**
- **Scope and Sequence time-lines from all core areas, YAG in the TRS.**
- **Develop Campus Common Assessments to target needs,**
- **Develop Pre and Post Assessment to gauge learning while on campus.**
- **Trainings will be held during 0 period (Conference) in PLC's and Faculty Meetings to develop in TRS, Language Objective and Restorative Practices.**

Family and Community Involvement

Family and Community Involvement Summary

The Harlandale Alternative Center is planning activities throughout the school year to invite and attract parents to communicate with teachers and observe student work and products. The Veterans Day Ceremony here at the Harlandale Alternative Center will be one of our major invites to gather parents. Efforts to bring collaboration between parents and teachers include using Edulink and home flyers to invite parents to visit the school. The Social Worker and Counselor along with Administration work together to plan these parent attracting events.

Family and Community Involvement Strengths

Our strength is our Veterans Day Activity. Our Counselor and Social Worker are key components to reaching out and communicating with parents on a daily basis. Our students would create speeches in conjunction with E.C.H.S. STEM students to present at the Veterans Day Ceremony.

Family and Community Involvement Needs

Students placed at the DAEP bring poor attendance records from the home campus, mainly due to lack of parenting skills among parents of DAEP students.

The Staff Wellness program will run to help bring our community together, create a sense of teamwork and to build community relationships.

School Context and Organization

School Context and Organization Summary

Harlandale Alternative Center's goal is to show growth and gains in student performance while at the Alternative Center.

The Harlandale Alternative Center consists of a High School and Middle School Alternative Education Program, and a High School and Middle School Alternative Educational Boot Camp Program.

Weekly administrative meetings are held to discuss campus needs and goals.

A major implementation to the context of our school will be Restorative Practices.

School Context and Organization Strengths

Faculty and staff recognize we service students with high at risk status in discipline and learning. Our staff take pride in knowing they also help mold the behaviors of students to help them be successful upon their return to the home campus. Every discussion and decision made is made in good faith and with the best interest of the student in mind.

Teachers and paraprofessionals collaborate often to help our students most in need.

School Context and Organization Needs

The separation of the 4 schools is key to student success and a diminished referral ratio.

Another key component will be the implementation of Restorative Practices.

Technology

Technology Summary

The Harlandale Alternative Center relies on a on-line program (Edmentum) to help with accelerated instruction. The campus has recently switched to Edmentum Plato. With help from our technology department, Harlandale Alternative is moving to converting a classroom to a new Computer Lab. The campus has two computer labs with ten computers and a lab of computers in the Media center for student or teacher use. Every classroom is equipped with at 4 student computers for use and completion of Plato credits.

Technology Strengths

Students have access to computers throughout the school day in case they are finished with their classwork and have time to work on Edmentum (Plato) courses for credit. On-line program for credit recovery is key to student completion and motivation. The courses are in line with TEKS and when not teachers modify to adhere and stay in the lane of the TEKS. Students are able work during advisory to help complete on-line courses.

Technology Needs

Technology needs are:

- Developing a procedure for maintaining equipment and hardware,
- Develop a system for inventory our technology to be ready for usage,
- Develop the computer Lab in Room 15 and Room 9 for presentations and PLC's.
- Discuss other campus technology needs like Mimios, Smart Boards, A projector per class, I-Pads and Surface Pros, and Chrome laptops.
- four student computers per classroom.

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
- State and federal planning requirements

Accountability 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)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education 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
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- 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
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Academic Achievement - To provide student training in test-taking skills by departments, to provide valid testing environs, to provide instruction in STAAR skills

Performance Objective 1: English/Language Arts

Administer reading assessment to all new Students using Lexile profiles and Achieve 3000 RTI

Inform teachers of reading deficiencies

Address deficiencies through Reading and Language Objective Activities

Integrate reading across the curriculum

The Language Arts Teachers will produce assessments in the TRS and Pre-tests for the students during PLC sessions to gauge the progress of students.

Train teachers in TEKS Resource System.

Writing across the curriculum, Use Sentence Stems to foster writing and discussions.

Language Objective Development to foster discussions and speaking in classes.

Have students keep Journals for their core subjects and keep evidence.

Have students use different types of writing during their course work.

Vocabulary Development in the form of Interactive Word Walls and Activities.

Utilize Pocket Charts and Sentence strips for Word Walls

Evaluation Data Source(s) 1: Begin/End Placement

Term and Daily Grades

Teacher & Staff Comments

Growth and Threshold accomplishments from Entry to Exit Date.

Summative Evaluation 1:

Goal 1: Academic Achievement - To provide student training in test-taking skills by departments, to provide valid testing environs, to provide instruction in STAAR skills

Performance Objective 2: MATH IMPROVEMENT -

Remain on HISD District Year at a Glance (YAG) Scope and Sequence for 6th, 7th, and 8th Grade Mathematics; Algebra I, Geometry, Algebra II and Pre-Calculus +/- 1 week to ensure students return to their Home Campus at the same TEKS/content instruction.

Provide Student Centered Intervention/instruction during 4th Period Advisory and 8th Period Incentives (including Friday Behavior/Levels rewards days) to close any Mathematics learning gaps.

Utilize Edmentum as necessary to support individual Student performance improvement needs in specific content areas.

Consider changing 8th Grade Advisory (SMART BOARD Set Up) for 8th grade Algebra I students.

Pocket Charts needed for Wall space and vocabulary development.

Evaluation Data Source(s) 2: Daily Walkthroughs, Observations, and Student Assignments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 1: Academic Achievement - To provide student training in test-taking skills by departments, to provide valid testing environs, to provide instruction in STAAR skills

Performance Objective 3: Science

Follow District pacing guide

Conduct Lab Safety Program for students

Use Reg. 20 resources for lab experiments

Provide 40% or greater lab settings for students.

Conduct Benchmarks

Some items needed to increase our Science Teaching Effectiveness:

Disposable gloves, towels, etc.

Elmo Document Camera

Microscopes, lab glassware, lab tables and chairs.

Sink with plumed drain.

Eye wash bottles.

Goggle cabinet, lockable cabinet.

Scales and balance beams, electric weighing devices.

Lab Pro and Science manipulatives.

Evaluation Data Source(s) 3: Science test results,

Lesson Plans,

Lesson Plans Syllabi,

Test Results, IEP

Summative Evaluation 3:

Goal 1: Academic Achievement - To provide student training in test-taking skills by departments, to provide valid testing environs, to provide instruction in STAAR skills

Performance Objective 4: Social Studies

Differentiated instructional materials

Use the TRS and YAG Year at a Glance to develop Assessments.

Use Edmentum (Plato) System and Achieve 3000 to provide supplementary coursework

Support & Celebrate Freedom Week and Veterans Day on a yearly basis

Integrate geography into all History Subjects and lessons.
Use of Technology (I Pad) and digital content/textbooks.

Evaluation Data Source(s) 4: Test Results, CBA Results

IEP lesson Plans
IEP requirements,
Edmentum Feedback,
Lesson Plans
Multi-Ability needs and Plans
Lesson Plans with above targets
Use Teks Resource System Assessments

Summative Evaluation 4:

Goal 2: To provide students with skills in communications, emotional coping, behavioral self-management skills (including attendance) as well as adequate and appropriate social skills in order to improve their school performances and personal life.

Performance Objective 1: To Increase attendance rate to 85%. To decrease the number of discipline reports by 10% from the previous year. To increase behavioral, emotional, communications and social skills 50%.

Evaluation Data Source(s) 1: Staff will continue to contact parents and students regarding attendance.

Social worker continues home visits, attendance meetings and coordinate with outside resources to support positive attendance outcomes.

Behavior Improvement - Continue to use Behavioral Level Monitoring System / Interpersonal skills.

Utilize a discipline management plan which include 3 actions,-- Intervention, Accountability (restoration) and Behavior Management.

Social Worker and counselor will provide interpersonal support services through individual and group counseling interventions, to include meditation sessions.

Violence Prevention Instruction - Use CPI and Psychological educational evidence based social skills curricular programming to educate and reinforce violence prevention strategies.

Social Skills -Intake Process: contracts with parent and Student

Engage with community resources to assist in addressing substance abuse, violence prevention, community action endeavors.

Summative Evaluation 1:

Goal 3: Special Education - Long Range Goal: To provide students with skills in communication, emotional coping, behavioral self-management skills as well as adequate and appropriate social skills in order to improve their school performance and become an independent life skills learner.

Performance Objective 1: To decrease the number of special education students attending the D.A.E.P. from 40% to 30%.

IEP / BIP will be implemented

Increase staff supervision and guidance

Create Academic Schedule

Academic core classes of 50-55 minutes

Campus Behavior and Social Skills class

Mainstreamed classes with modifications/accommodations

Provide the following services:

Crisis Prevention Training CPI

Individual Counseling

Family Counseling

Referrals to community service agencies

Referrals to self-help support groups

Assistance to parents in completing paperwork for Social security disability and health insurance

Special transportation for safety reasons:

Smaller number of students on bus

Greater staff supervision and support

Health and medication needs through registered nurse

Transition ARDS for placement of student on the home campus

Teach students conflict resolution and anger Management

Social Skills Activities to enhance the Student ability to self-monitor behaviors

Provide Support Personnel:

ARD Facilitator, Case Manager

Itinerant Teacher

Behavior Specialist

Special Ed. Paraprofessional

Administration and Counselor

Evaluation Data Source(s) 1: Case by Case Assessment From initial through Placement

Master Schedule

Student Enrollment,

Documentation, Counselor Sign-In Sheets & Notes, Discipline Hearing Deliberations

Observation /Request

Staff Reports / Feedback

Clinic Visit Log

Student Health Cards

Behavior Monitoring Level Sheets

Social Skills Progress Review

Summative Evaluation 1:

Goal 4: Technology - To Increase training of faculty and staff in pertinent and relevant topics for alternative education campuses and thereby improve the quality of instruction for students of all academic, behavioral, emotional and social skills needs.

Performance Objective 1: To increase the use of technology-based tools in the classroom by both teachers and students as measured by the Texas Star Chart for Technology Assessments.

Develop a procedure for maintaining equipment,

Develop a Mass Inventory at Campus

Develop and maintain a CATE Computer Lab

CLASSROOM MULTI-MEDIA minimum equipment in each room:

Computer / Multi View

TV is accessible in media center

Overhead Projectors & Screens

Headphone stations (Reading Resources and Special Ed. Classrooms).

ACCESSIBILITY OF TECHNOLOGY TO STUDENTS

Each classroom provides computer(s) and printers for student use

Computer Lab

Teacher directed instruction

Lab Teacher directed instruction for program and software

Reinforcement Activity for students

CURRICULUM INTEGRATION

Each classroom provides 4 computer(s) and a printer for student use

Evaluation Data Source(s) 1: Posted Schedule,

Lesson Plans

Walk throughs

Level Sheets, T. Permission

Inventory

Needs Assessment Technology

Needs assessment Inventory

Summative Evaluation 1:

Goal 5: Provide staff opportunities for on going continued professional growth, staff developments, workshops, and collaboration

Performance Objective 1: Staff members will share 2 instructional strategies during PLC's that have been acquired from the required professional development workshops.

Focus for the 2016-2017 School Year PLC's:

TRS

Restorative Discipline

Language Objective

Evaluation Data Source(s) 1: Staff members will be assessed throughout the year through Administrative walk troughs.

Summative Evaluation 1:

Goal 6: Increase parental and community involvement in all school-wide events.

Performance Objective 1: Increase parental involvement 20% in every event that involves the community.

Evaluation Data Source(s) 1: Compare parent sign in sheets and attendance to the previous years.

Summative Evaluation 1:

State Compensatory

Budget for Scheh Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-003-72900c	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,430.00
199-13-6112-00-003-72900C	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199-11-6118-01-003-72900C	6118 Extra Duty Stipend - Locally Defined	\$500.00
6100 Subtotal:		\$2,430.00
6200 Professional and Contracted Services		
199-11-6219-00-003-72800C	6219 Professional Services	\$2,600.00
199-11-6249-14-003-72900C	6249 Contracted Maintenance & Repair	\$2,500.00
6200 Subtotal:		\$5,100.00
6300 Supplies and Services		
199-12-6329-00-003-72800C	6329 Reading Materials	\$0.00
199-11-6395-00-003-72800C	6395 Supplies, DP Operations - Locally Defined	\$3,325.00
199-11-6395-CP-003-72800C	6395 Supplies, DP Operations - Locally Defined	\$4,996.00
199-23-6395-00-003-72800C	6395 Supplies, DP Operations - Locally Defined	\$2,335.00
199-11-6399-00-003-72800C	6399 General Supplies	\$6,386.00
199-11-6399-00-003-72900C	6399 General Supplies	\$2,500.00
199-11-6399-01-003-72800C	6399 General Supplies	\$196.00
199-23-6399-00-003-72800C	6399 General Supplies	\$3,500.00
199-31-6399-00-003-72900C	6399 General Supplies	\$150.00
6300 Subtotal:		\$23,388.00

6400 Other Operating Costs		
199-13-6411-00-003-72800C	6411 Employee Travel	\$1,250.00
199-11-6499-00-003-72800C	6499 Miscellaneous Operating Costs	\$1,000.00
199-23-6499-00-003-72800C	6499 Miscellaneous Operating Costs	\$600.00
6400 Subtotal:		\$2,850.00

Title I

Schoolwide Program Plan

Students of the Harlandale district are identified at their respective home campuses as McKinney Vento or Migrant. We receive a list of active McKinney Vento and Migrant students from our Federal Programs director of the H.I.S.D. We then as a campus support our identified students, primarily through services given by our Social Worker, Counselor and Behavior Specialist, who monitors transportation for our students.

Students new to the district are given enrollment forms and questionnaires to identify their needs and qualifications. If by the McKinney Vento or Migrant questionnaire the student is possibly identified as McKinney Vento or Migrant, the student and family are then directed to the offices of Federal Programs Director. The services for the students will begin after the District Federal Programs office approves their qualification and deems assistance as necessary.

2016-2017 Campus Professional Educational Review Council

Committee Role	Name	Position
Administrator	Andrew Dominguez	Principal
Administrator	Maria Rendon	Assistant Principal
Business Representative	Amanda Noegel	Walgreens Store Manager
Classroom Teacher	Henry Adams	Campus Teacher Representative
Classroom Teacher	Arthur Carr	Campus Teacher Representative
Classroom Teacher	Jennifer Hill	Campus Teacher Representative
Classroom Teacher	Scott Jenrette	Campus Lead Teacher Representative
Community Representative	Juan Mancha	H.I.S.D. Board Member
District-level Professional	Vacant	
Non-classroom Professional	Lori Leija	Counselor
Non-classroom Professional	Shelly Odom	Social Worker
Non-classroom Professional	Steve Sippel	Transition Coordinator
Parent	Vacant	