

Weslaco Independent School District
Mary Hoge Middle School
2018-2019 Campus Improvement Plan



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% (999) Hispanic,

40% (404) ELL

10% (89) Special Ed

86% (786) Economically Disadvantaged

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 comparable 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 than 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.

Student Academic Achievement

Student Academic Achievement Summary

Mary Hoge Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centred instruction.

2016-2017 Index I: Student Achievement; that state requirement is 60 and MHMS scored 70

2016-2017 Index 2: Student Progress; the state requirement is 30 and MHMS scored 36

2016-2017 Index 3: Closing Performance Gaps; the state requirement is 26 and MHMS scored 39

2016- 2017 Index 4: College Readiness; the state requirement is 13 and MHMS scored 28

Overview of 2018 Accountability System

State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus - based on performance in three different areas or domains: student achievement, school progress, and closing the gaps.

Domain I: Student Achievement measures whether students have met grade level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR).

Domain II: School Progress measures how much better students perform on STAAR tests from year to year.

Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2018 Accountability	MHMS Score
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Domain I: Student Achievement:	74
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Domain II: School Progress: 85

Domain III: Closing the Gap 75

There is a need for improvement in the Student Success component of Domain I and III (Student Achievement and Closing the Gaps).

A comparison of STAAR 2017 and 2018 scores indicates an imp

Student Academic Achievement Strengths

The 2016-2017 TAPR Indicates the following:

Mary Hoge Middle School received the Texas Education Agency's rating of Met Standard

In Index I, MHMS scored 70. The state target was 60. MHMS scored 10 pnts above the state.

IN Index 2, MHMS scored 36. The state target was 36. MHMS scored 6 pnts above the state.

In Index 3, MHMS scored 39. The state targe was 26. MHMS scored 10 pnts above the state and recieved a distinction award.

In index 4, MHMS scored 28. The state target is 13. MHMS scored is 15 pnts above the state.

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.

Perceptions

Perceptions Summary

Mary Hoge Middle School is a Leader in Me School. Leadership skills are instilled in all staff and students. The 7 Habit lessons are integrated into lessons. Students have Leader in Me journals which allows them to reflect about the 7 Habits. Students also have a leadership binder where they keep track of their goals and assessments every six weeks. The 7 Habits allows students to be responsible of their own success and prepares them for a college and career mindset.

MHMS staff and teachers meet as a community once a month to celebrate birthdays as well as reflect on the month that passed and the month to come. MHMS highlights the staff of the month by providing them with an hour lunch and staff of the month parking. Staff also engage in biWeekly pepRallys to promote the winning culture of the campus.

MHMS staff celebrate by selecting the Super Reader of the month for each department. Student pictures are displayed outside of every classroom. Students who make A or B honor roll receive a celebration party and names are displayed on the main hallway bulletin.

Perceptions Strengths

Employee of the Month

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

End of the year Awards Assembly

Super Writer Wall

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- State certified and high quality 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
- 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

Revised/Approved: September 11, 2018

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 1: By Spring of 2018, the number of students who score at the Approaches Grade Level or Above on the Social Studies STAAR will increase from 61% to 71% in Spring 2018.

Evaluation Data Source(s) 1: Social Studies STAAR Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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.				
Funding Sources: State Comp Ed (SCE) - 0.00						
<p>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">Critical Success Factors CSF 1</p> <p>5) Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, Pearson, and Realize.</p>	<p>Social Studies Teachers District Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's, benchmarks, and on the STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Integrate Literacy strategies to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books</p>	<p>Social Studies Teachers District Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.</p>	<p>Social Studies Teachers Campus Admin District Strategists</p>	<p>Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>8) Teachers will provide interventions as follows:</p> <p>Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills.</p> <p>Social studies STAAR camps for 8th grade</p> <p>Continue to review in SS Reflective Writing Journals and LapBooks</p> <p>Motivate SS learning through the use of 7 Habits and Student Leadership goal binders</p> <p>Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success</p>	<p>Social studies teachers District Social Studies Strategists Campus Admin</p>	<p>Improved performance for all populations on CBA's, Benchmarks, and the STAAR</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers.</p> <p>Teachers will sustain and improve in the following:</p> <ul style="list-style-type: none"> *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom 	<p>Social Studies teachers District Social Studies Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's Benchmarks, and the STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p>	<p>Social studies teachers Social studies strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's, benchmarks, and on the STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

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 1:** Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 2: By spring of 2018, the number of students who score at the Approaches Grade Level or Above on the Math STAAR will increase from 78% to 88%.







In addition, the percentage of Algebra I students who score at the Masters Level on the EOC assessment will increase from 52% in Spring 2017 to 75% in Spring 2018

Evaluation Data Source(s) 2: 2018 Math STAAR data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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 6-8.</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>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>Interactive Pad Reflex Math Imagine Math HMH Personal Math trainer ALEKS Texas Go Math Google Classrooms Brain Pop Kurzweil</p>	Math teachers 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>				
		Funding Sources: State Comp Ed (SCE) - 0.00				

<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>	<p>Campus Admin District Math strategist</p>	<p>Curriculum Based Assessments District Benchmarks STAAR/ EOC</p>				
<p align="center">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>	<p>Campus admin District Math strategist</p>	<p>Curriculum Based assessment District Benchmark STAAR/ EOC</p> <p>Funding Sources: State Comp Ed (SCE) - 0.00</p>				
<p align="center">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>	<p>Campus Admin District Math strategist</p>	<p>Increase performance of students on assessments Campus Based assessments Curriculum Based assessments</p> <p>Funding Sources: State Comp Ed (SCE) - 0.00</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Integrate literacy strategies to enhance learning and comprehension of Math concepts and vocabulary through the following:</p> <p>Word walls Rigor Questions Reflective writing journal LabNotebook Exit cards Creation of Word problem story books.</p>	<p>Math teachers District Math Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's, benchmarks, and on the STAAR.</p> <p>Funding Sources: State Comp Ed (SCE) - 0.00</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>7) Teachers will differentiate and create interventions for students at Risk of failing by providing the following:</p> <p>Expanded learning time Quick writes Super Reader time Student Rotation Blended learning Math STAAR camps College tutor teacher small group instruction Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me</p>	<p>Math teachers District Math Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's, benchmarks, and on the STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p>	<p>Math teachers District Math Strategist Campus Admin</p>	<p>Improved performance for all populations on CBA's benchmark, and on the STAAR.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

<p>Demographics</p>
<p>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 1: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 3: By Spring 2018, the number of students who score at the Approaches Grade Level or Above on the STAAR Reading assessment will increase from 63% to 73%, at the Approaches Grade Level or Above on the STAAR Writing assessment will increase from 70% to 80% in Spring 2018.

Evaluation Data Source(s) 3: 2018 Reading & Writing STAAR Results







Summative Evaluation 3:

Strategy Description	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> <p>Teachers will enhance literacy instructional strategies through the following: Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall</p> <p>Writing Quick writes Super writer wall Education world</p>	<p>Campus Admin ELAR Strategist</p>	<p>Performance on the Reading and Writing assessments will improve:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR assessments</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 2703.10</p>						

<p align="center">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</p> <p>*Abydos Three week Institute</p> <p>*Abydos Recertification for trainers</p>	<p>Campus Admin ELAR Strategist</p>	<p>Performance on writing assessments:</p> <p>*Curriculum Based Assessments</p> <p>*District Benchmarks</p> <p>*STAAR Assessments</p> <p>*Writing Prompts</p> <p>*Spelling Assessments</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Provide staff development, guidance and support in the area of Guided Reading.</p>	<p>Campus Admin ELAR Strategist</p>	<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>	<p>Campus Admin ELAR Strategist</p>	<p>Performance on the Reading and Writing assessments will improve:</p> <p>*Curriculum Based Assessments</p> <p>*District Benchmarks</p> <p>*STAAR assessments</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Provide staff development and support on MyOn and Istation.</p>	<p>Campus Admin ELAR strategist</p>	<p>Istation (Indicators of Student Progress) monthly assessments</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>	<p>Campus Admin ELAR strategist</p>	<p>STAAR/ EOC English Results</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. As well as learning and sustaining strategies and techniques for ELAR.</p> <p>Readers/Writers workshop Campus PLC meetings TEKS Resource system ABYDOS Gretchen Bernabei Barry Lane</p>	<p>ELAR teachers Campus Admin ELAR strategist</p>	<p>Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">Critical Success Factors 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>	<p>ELAR teachers Campus Admin ELAR Strategist</p>	<p>Improved performance and progress on reading/ language arts assessments</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						

<p align="center">Critical Success Factors 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>	<p>Campus Admin ELAR strategist</p>	<p>Improved reading results on state and district assessments.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.</p> <p>Google classroom Scholastic Pathblazers Kurzweil Istation MyON</p>	<p>ELAR Teachers District Math Strategist Campus Admin</p>	<p>Improved performance for all populations and assesments, CBA's, benchmarks and STAAR.</p>				<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>

<p align="center">Critical Success Factors CSF 1</p> <p>11) Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning.</p> <p>Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers</p>	<p>ELA teachers District Math strategist Campus admin</p>	<p>Improved performance for all populations and assessments, CBAs benchmark and STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p>	<p>ELAR teachers District ELAR strategist Campus admin</p>	<p>Improved performance for all populations and assessments, CBAs benchmark and STAAR.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:







<p>Demographics</p>
<p>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 1: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

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	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>	<p>Campus staff District staff Teachers Counselors</p>	<p>Improved motivation that will lead to improved STAAR results. Decrease in referrals.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Provide suicide prevention programs and awareness to all students.</p>	<p>Campus staff District staff Teachers Counselors</p>	<p>Improved motivation that will lead to improved STAAR results.</p>				
<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>	<p>Campus staff District staff Teachers Counselors</p>	<p>Decrease in referrals, increase in college plans, which will lead to an increase in STAAR results.</p>				
<p>Critical Success Factors CSF 1</p> <p>4) Implement Higher level of question strategies to all content areas.</p>	<p>Campus Admin District Admin Teachers</p>	<p>Increase in rigor for instruction and increase in Master performance for students.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders







Performance Objective 5: By Spring 2018, the number of students who score at the Approaches Grade Level or Above on the Science STAAR assessment will increase from 78% to 88%.

Evaluation Data Source(s) 5: SCIENCE STAAR Performance Data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Curriculum: Implement the following instructional resources to ensure students master the Science TEKS:</p> <p>TEKS resource system Stemscopes Edusmart STAAR Coach Pearson Realize</p>	<p>Science teachers District Science Strategist Campus admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>2) Utilize the following resources to enhance student learning of scientific process skills:</p> <p>Microscopes SEPUP Lab Aids Foss</p>	<p>Science teachers District Science Strategist Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks and STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>3) Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.</p>	<p>Science teachers District science strategists Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>4) Integrate technology to enhance science instruction, and mastery of Science TEKS.</p> <p>Chromebooks Google docs Quizlet Kahoot Gizmos "All In Learning" Online program TEKS Resource STEMSCOPES</p>	<p>Science teachers District science strategists Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>5) Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically.</p> <p>Small groups Expanded learning tutoring with Science Mentor Science STAAR camps</p>	<p>Science teachers District Science strategist Campus Admin</p>					
<p>Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 2800.00</p>						
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) Continual professional learning will occur for science teachers during campus PLCs, in district and out of district trainings such as the following:</p> <p>CAST RGVSA HESTEC NSTA</p>	<p>Science teachers District Science strategist Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>7) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p>	<p>Science teachers District Science Strategist Campus Admin</p>	<p>Improved performance for all populations on CBAs, Benchmarks, and STAAR.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 5 Problem Statements:

<p>Demographics</p>
<p>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 1: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 6: By Spring of 2018, the percentage of ELL students who score at the approaches level on STAAR reading will be 60%, STAAR writing will be 67%, STAAR math will be 75%, STAAR science will be 70%, and STAAR social studies will be 47%.

Evaluation Data Source(s) 6: STAAR performance report

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) ELAR: Pre-Assess all students using iStation to find all student independent reading level and Tier in order to provide differentiated instruction.</p> <p>Math: Integrate reading, writing and vocabulary enhancement through out the math units.</p> <p>Science: Integrate reading, writing and vocabulary enhancement through out the science units.</p>	<p>Content area teachers District Strategist Campus Admin</p>	<p>Increase independent reading levels, comprehension skills, and build on student academic vocabulary.</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 2082.20</p>						

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) Integrate technology to promote blended learning in all content areas for ELL students through various programs to provide differentiated instruction and small group learning.</p> <p>Texas Go Math iStation Imagine Learning HMH Personal Math Trainer Google classroom Brain op Web Quests Path Blazers Kurzweil ESL Reading Smart Scholastic Moodle Stemscope Science Pearson Realize MYON</p>	<p>Teachers Campus Admin (CIF, and Principal) District Strategists</p>	<p>Increase reading level, comprehension skills, language skills and an increase in academic vocabulary.</p>				
<p style="text-align: center;">Critical Success Factors CSF 1</p>	<p>Teachers Campus Admin District strategists</p>	<p>Increase academic language, reading level, comprehension skills and academic vocabulary</p>				

3) ELL student population will receive interventions using the following:

ELAR:

Evaluate their reading, comprehension and vocabulary level by pre assessing using the istation in order to provide differentiated interventions.

Vocabulary build up activities

- Word walls
- Super Reader time
- Writer wall

Math:

Integrate reading and writing through out math to build academic vocabulary and comprehension for math.

Vocabulary build up activities

- Word walls
- Super Reader time
- Writer wall

Social Studies:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.

Vocabulary build up activities

- Word walls
- Super Reader time
- Writer wall

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.







Vocabulary build up activities

- Word walls
- Super Reader time
- Writer wall

STAAR enrichment:

- Camps
- Tutoring
- Expanded Learning time

Funding Sources: State Comp Ed (SCE) - 0.00

<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers will attend trainings that provide instructional strategies that will differentiate instruction for ELLs.</p> <p>Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the ELL population.</p>	<p>Teachers Campus Admin District Strategists District Admin</p>	<p>Increase language skills, reading levels, academic vocabulary and comprehension skills</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p>	<p>Teachers Campus Admin District Strategists</p>	<p>Increase in motivation to learn Increase in Language skills Increase in Reading levels.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 6 Problem Statements:

<p>Demographics</p>
<p>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 1: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 7: By Spring 2018, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 25% to 30%, Math STAAR from 43% to 47%, Science 21% to 26%, and Social Studies STAAR from 28% to 30%.

Evaluation Data Source(s) 7: STAAR Data

Summative Evaluation 7:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) ELAR curriculum</p> <p>Teachers will use probing questions to clarify and extend reading vocabulary.</p> <p>Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs.</p> <p>Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples.</p> <p>Math: Teachers will use probing question strategies to clarify and extend math vocabulary.</p> <p>Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems.</p> <p>Teachers will increase student listening skills for comprehension to adjust math instruction. Under Math section of curriculum add: Teacher will use task analysis to increase and demonstrate understanding.</p>	<p>Special Education teachers Campus Admin Central office Admin</p>	<p>Increase performance in Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR, Administration</p>				
<p>Funding Sources: State Special Education - 0.00</p>						

Science:
 Teachers will use probing questions to clarify and extend science vocabulary.
 Teachers will spiral the use of process skills and measuring skills to address individual needs.

Social Studies:
 Teachers will use probing questioning strategies to clarify and extend social studies vocabulary.
 Teachers will teach critical thinking skills to integrate student reading and writing skills .
 Teachers will reemphasize geography skills to increase student real world connections in culture and government.

-Teacher will use graphic organizers and hands-on activities to increase organizational skills and demonstrate understanding and comprehension.
 -Teacher will use collaborative learning model to develop vocabulary, comprehension, and knowledge of subject.

<p align="center">Critical Success Factors CSF 1 CSF 4</p>	<p>Special Education teachers Campus Admin District Admin</p>	<p>Improved performance for Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR assessments, state-mandated</p>				
<p>2) Technology Teachers will integrate the use of technology to increase student knowledge and engage in learning:</p> <p>Google classroom Brain Pop Channel One news Go math Kurzweil Other apps on Ipad and in Chromebooks Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning. IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write CommonLit.com and Plot.com Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.</p>	<p>Funding Sources: State Special Education - 0.00</p>					







<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Interventions: Special education teachers will assist and support general education staff by monitoring appropriate modifications/ accommodations in order to meet the needs of individual students.</p> <p>SPED teachers will collaborate with general education teachers in planning and monitoring student progress.</p> <p>Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance)</p> <p>Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation.</p> <p>Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills.</p> <p>Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers.</p> <p>Teachers will provide interventions during expanded day learning and tutoring.</p>	<p>SPED teachers Campus Admin District Admin</p>	<p>Improved performance for SPED population in teachers assessments, CBAs, District Benchmarks, and STAAR assessments in state-mandated grade level subjects.</p>				
<p>Funding Sources: State Special Education - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Staff Development Teachers will learn new strategies and techniques through staff development opportunities.</p> <p>Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs.</p>	<p>SPED teachers Content teachers Campus Admin District Admin</p>	<p>Increase performance for SPED populations in teacher assessments, CBAs, district benchmarks, and STAAR assessments in state-mandated grade level and subjects.</p>				
<p>Funding Sources: State Special Education - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 8: By Spring of 2018, the percentage of Advanced Academic students who score at the Master's level on the Algebra One End of Course will increase from 52% to 75%

Evaluation Data Source(s) 8: Advanced Academics STAAR Data

Summative Evaluation 8:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Curriculum: Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment.</p> <p>Implement teaching and learning strategies to meet the needs of a higher level learner.</p> <p>Rigor questioning Interactive Journals Exit cards Spiral activities</p>	<p>Teachers Campus Admin District Admin</p>	<p>Increased performance on CBAs, District Benchmarks and STAAR</p>				
<p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 9: By Spring 2018, Migrant students will increase performance on STAAR from 66% to 70% on the Reading STAAR performance.

Evaluation Data Source(s) 9: Migrant STAAR Data

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders.</p> <p>Teachers will collaborate with migrant department in planning and monitoring student progress.</p> <p>Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation.</p> <p>Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills.</p> <p>Teachers will provide interventions during expanded day learning and tutoring.</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 10: By Spring 2018, the percentage of Students in the Fine Arts Dept will increase participation 75% of total student enrollment.

Evaluation Data Source(s) 10: 2017-2018 WISD Fine Arts Census Report

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy 1: Curriculum-</p> <p>a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: Language arts, math, science, reading, and social studies.</p> <p>b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation.</p> <p>c) Students will be able to apply content area skills in all fine arts classes;</p> <ul style="list-style-type: none"> -Write persuasive scripts -Use Language arts terminology -Portray a given character in a given time era as it relates to thier sense. -Select a given style with a given atist and will compare and contrast verbal and written composition -Create a stage diagram to scale using mathematical strategies -Design costumes with the appropriate time periods in mind -Ethical discussions relating to scientific topics in various plays <p>d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building.</p> <p>e) Develop ideas from envision</p> <p>f)Music reading vendors to supplement curriculum, music repertoire, and sight-reading: J.W. Pepper, Penders, and RBC</p>	<p>Fine Arts Teachers Campus Admin</p>					







<p align="center">Critical Success Factors CSF 1</p> <p>2) Strategy 2: Technology</p> <p>Integrate technology skills with in lessons, photoshop, adobe spark</p> <p>Web page, scanners, chrome books</p>	<p>Fine Arts teachers Campus Admin</p>	<p>Improve performance and attitudes that impact assessments and STAAR</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Staff Development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, technoloques, resources, and technology available for the subject areas.</p>	<p>Fine Arts teachers campus Admin</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 11: By Spring of 2018, 100% of students increase interest and competence in reading for literacy.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strateg 1: Curriculum a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program. b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Library Week. c) Train/ demonstrate to staff the importance of library resources in our district by collecting data and following the library standards. d) Teach students and staff to comply with the current school board policies, legislation and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copywrite status of print and audiovisual materials in the library collection and throughout the school.</p>	<p>Librarian Campus Admin</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 12: 100% of students will increase interest, knowledge and competency in a lifelong fitness, and health awareness.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Curriculum A) Physical fitness activities -Fitness gram activities -Walk/jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay for life B) Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C) Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training</p>	<p>PE coaches Campus admin</p>					

<p align="center">Critical Success Factors CSF 1</p> <p>2) Staff Development to ensure professionals continue being highly qualified and to continual learn the latest effective strategies.</p>	<p>PE coaches Campus admin</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 13: By Spring 2018, 100% of students will achieve mastery in the Technology Application course.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy 1: Technology - a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.</p>	Tech Application Teacher campus admin					
<p>Critical Success Factors CSF 1</p> <p>2) Strategy 2: Interventions - a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills</p>	Tech Application Teacher campus admin					







<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.</p>	<p>Tech application teacher campus admin</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 14: Success and achievement will be further supported and improved through sustained and continuous professional development of CTE staff (primarily CTE instructional staff) in resources, strategies and methodologies specific to student populations for all student populations.

Evaluation Data Source(s) 14: PBMAS Report, District & Regional EOC/ STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary.

Summative Evaluation 14:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) Strategy 1: Curriculum - a) Teachers will apply the state adopted career and technology textbooks and any other resource as deemed by the school district. b) Teachers will integrate all content areas. c) Different instruction methods and techniques.</p>	Career and Technology teacher					
<p>Critical Success Factors CSF 1</p> <p>2) 2) Strategy 2: Technology - a) Google Classroom b) Moodle c) ICEV software d) Micro-type software f) Acellus software</p>	Career and Technology teacher Campus Admin					
<p>Critical Success Factors CSF 1</p> <p>3) 6) 4) Strategy 5- Staff Development a) Region One training b) Staff development training c) Conferences</p>	Career and Technology teacher Campus Admin					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 15: By 2018, 100% of the students will achieve mastery in the Spanish I course

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Curriculum a) Students will listen to, repeat after, and imitate speech by teacher and other speakers of Spanish. They will hear and emulate native pronunciation and intonation as they increase their listening comprehension and speak with vocabulary appropriate for Spanish I. b) Students will read textbook, websites, periodicals to gain reading comprehension skills, such as decoding cognates and Latin derivatives. They will discuss by answering oral or written questions. c) Students will learn writing skills including spelling in printed material. They will increase skill in both use of the computer keyboard, including changing keyboard into Spanish, and in writing by hand. Standard writing skills, such as the use of the writing process, will be transferred to Spanish. A journal will be kept as well. d) Students will learn about the culture of Spanish-speaking people in Mexico and other Spanish-speaking countries and learn of Spanish speakers in this country. They will learn related history, geography, art, and other aspects of culture as they have affected our students and as they are current events. They will learn famous people from other countries and eras and will also learn how culture, education and language can affect career opportunities.</p>	<p>Teachers Campus Admin</p>					

<p align="center">Critical Success Factors CSF 1</p> <p>2) Staff Development to reflect and learn new strategies that will enhance the skill of the teacher.</p>	<p>Teachers campus admin</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 16: Technology - Impact student success in literacy through the development and implementation of a blended learning program that utilizes data, high quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Source(s) 16:

Summative Evaluation 16:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students.</p> <p>a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files.</p> <p>b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems.</p> <p>c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.</p> <p>d) Implement Technology Applications to improve student technology literacy and skills.</p>	<p>Teachers Campus Admin Campus Cif Central office Tech strategists and Admin</p>	<p>Independent researchers Results will be seen on STAAR online exams.</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 14350.06</p>						
<p>Critical Success Factors CSF 1</p> <p>2) 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.</p>	<p>Teacher campus admin</p>					

3) 4) Strategy 4: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.	Teachers Campus admin					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 16 Problem Statements:

Demographics
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 1: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Goal 2: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive 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	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>	<p>Campus Admin Social Worker Counseling Dept</p>	<p>Effective communication between school and parents will increase better attendance, motivation, grades and test scores.</p>				
<p>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>	<p>Campus Admin Counselors Social Worker</p>	<p>Families who are trained and informed will provide stronger support for the learner, decrease use of drugs, improved academics, better self esteem,.</p>				

<p>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>	<p>Campus Admin Social Worker Counselors</p>	<p>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>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive 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	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>	<p>Campus Admin Social Worker Counselors</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

Performance Objective 3: To provide a safe environment for all students on campus

Evaluation Data Source(s) 3: Documentation of all safety strategies executed through out the year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.</p>	<p>All professional staff All support staff Administration Security Guards</p>	<p>Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.</p>	<p>All professional staff All support staff Crisis Team Administration Security Guards</p>	<p>Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.</p>	<p>Administration Campus Athletic Coordinator SPED Department Head</p>	<p>Proper and swift response to incidents that may need implementation of CPI or CPR.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

Performance Objective 4: To provide a secure campus for all students.

Evaluation Data Source(s) 4: Disseminated Assignment Duty schedule to all staff, Rapture sign ins, and security guard safety inspection.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) 1) Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.</p>	<p>All teachers All paraprofessionals Administration</p>	<p>Monitor students to ensure their safety and well-being.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) 2) Strategy 2: Secure Campus -All visitors to MHMS will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.</p>	<p>Receptionist Attendance Clerk Office Staff Members Administration Security Guards</p>	<p>Monitor all students to ensure their safety and well being.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) 3) Strategy 3: Secure Campus - Monitor all entrance gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.</p>	<p>Administration Security Guards All staff members All teachers</p>	<p>Monitor and secure all staff members, students and ensure everyone's safety.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) 4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.</p>	<p>Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director</p>	<p>Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members.</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.</p>	<p>Administration Security Guards Safety and Security Director</p>	<p>To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: PROFESSIONAL GROWTH/ LEADERSHIP DEVELOPMENT: High-Quality, Research-Based Training Development AND Support For ALL Employees.

Performance Objective 1: By the Spring of 2018, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

Evaluation Data Source(s) 1: STARR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Staff will attend staff development training's in the areas as follows:</p> <ul style="list-style-type: none"> -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State Assessments -PLC 	<ul style="list-style-type: none"> -District Personnel -Campus Administration -CTC -Staff 					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: FINANCIAL STRENGTH-Strategic Planning, Management, Accountability, AND Transparent Financial Stewardship to Optimize Federal, State, AND Local Funding.

Performance Objective 1: By Spring 2018, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resources to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

Evaluation Data Source(s) 1: Students Meets Grade Level or Masters Grade Level on STAAR assessments.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide resources and implement services and programs with the aim of upgrading our entire educational program.</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, AND Inviting Environments District-Wide That Promote High Performance

Comprehensive Support 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	1	4	Training in strategies for ELL students will be provided during campus PLC
1	1	5	Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, Pearson, and Realize.
1	1	6	Integrate Literacy strategies to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books
1	1	7	Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.
1	1	8	Teachers will provide interventions as follows: Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills. Social studies STAAR camps for 8th grade Continue to review in SS Reflective Writing Journals and LapBooks Motivate SS learning through the use of 7 Habits and Student Leadership goal binders Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success
1	1	9	Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers. Teachers will sustain and improve in the following: *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom
1	1	10	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
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 6-8.
1	2	2	Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs: Interactive Pad Reflex Math Imagine Math HMH Personal Math trainer ALEKS Texas Go Math Google Classrooms Brain Pop Kurzweil
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

Goal	Objective	Strategy	Description
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	2	7	Teachers will differentiate and create interventions for students at Risk of failing by providing the following: Expanded learning time Quick writes Super Reader time Student Rotation Blended learning Math STAAR camps College tutor teacher small group instruction Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me
1	2	8	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	3	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. Teachers will enhance literacy instructional strategies through the following: Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall Writing Quick writes Super writer wall Education world
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. As well as learning and sustaining strategies and techniques for ELAR. Readers/Writers workshop Campus PLC meetings TEKS Resource system ABYDOS Gretchen Bernabei Barry Lane
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).
1	3	10	Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes. Google classroom Scholastic Pathblazers Kurzweil Istation MyON
1	3	11	Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning. Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers
1	3	12	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

Goal	Objective	Strategy	Description
1	4	4	Implement Higher level of question strategies to all content areas.
1	5	1	Curriculum: Implement the following instructional resources to ensure students master the Science TEKS: TEKS resource system Stemscoptes Edusmart STAAR Coach Pearson Realize
1	5	2	Utilize the following resources to enhance student learning of scientific process skills: Microscopes SEPUP Lab Aids Foss
1	5	3	Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.
1	5	4	Integrate technology to enhance science instruction, and mastery of Science TEKS. Chromebooks Google docs Quizlet Kahoot Gizmos "All In Learning" Online program TEKS Resource STEMSCOPE S
1	5	5	Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically. Small groups Expanded learning tutoring with Science Mentor Science STAAR camps
1	5	7	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	6	1	ELAR: Pre-Assess all students using iStation to find all student independent reading level and Tier in order to provide differentiated instruction. Math: Integrate reading, writing and vocabulary enhancement through out the math units. Science: Integrate reading, writing and vocabulary enhancement through out the science units.
1	6	2	Integrate technology to promote blended learning in all content areas for ELL students through various programs to provide differentiated instruction and small group learning. Texas Go Math iStation Imagine Learning HMH Personal Math Trainer Google classroom Brain op Web Quests Path Blazers Kurzweil ESL Reading Smart Scholastic Moodle Stemscope Science Pearson Realize MYON
1	6	3	ELL student population will receive interventions using the following: ELAR: Evaluate their reading, comprehension and vocabulary level by pre assessing using the istation in order to provide differentiated interventions. Vocabulary build up activities Word walls Super Reader time Writer wall Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Word walls Super Reader time Writer wall Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Science: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall STAAR enrichment: Camps Tutoring Expanded Learning time
1	6	4	Teachers will attend trainings that provide instructional strategies that will differentiate instruction for ELLs. Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the ELL population.

Goal	Objective	Strategy	Description
1	6	5	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	7	1	ELAR curriculum Teachers will use probing questions to clarify and extend reading vocabulary. Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples. Math: Teachers will use probing question strategies to clarify and extend math vocabulary. Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems. Teachers will increase student listening sills for comprehension to adjust math instruction. Under Math section of curriculum add: Teacher will use task analysis to increase and demonstrate understanding. Science: Teachers will use probing questions to clarify and extend science vocabulary. Teachers will spiral the use of process skills and measuring skills to address individual needs. Social Studies: Teachers will use probing questioning strategies to clarify and extend social studies vocabulary. Teachers will teach critical thinking skills to integrate student reading and writing skills . Teachers will reemphasize geography skills to increase student real world connections in culture and government. -Teacher will use graphic organizers and hands-on activities to increase organizational skills and demonstrate understanding and comprehension. -Teacher will use collaborative learning model to develop vocabulary, comprehension, and knowledge of subject.
1	7	2	Technology Teachers will integrate the use of technology to increase student knowledge and engage in learning: Google classroom Brain Pop Channel One news Go math Kurzweil Other apps on Ipad and in Chromebooks Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning. IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write CommonLit.com and Plot.com Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.
1	7	3	Interventions: Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students. SPED teachers will collaborate with general education teachers in planning and monitoring student progress. Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance) Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. Teachers will provide interventions during expanded day learning and tutoring.
1	7	4	Staff Development Teachers will learn new strateties and techniques through staff development opportunities. Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs.

Goal	Objective	Strategy	Description
1	8	1	Curriculum: Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment. Implement teaching and learning strategies to meet the needs of a higher level learner. Rigor questioning Interactive Journals Exit cards Spiral activities
1	9	1	Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant department in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Teachers will provide interventions during expanded day learning and tutoring.
1	12	1	Curriculum A) Physical fitness activities -Fitness gram activities -Walk/jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay for life B) Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C) Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training
1	13	3	3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.
1	16	1	Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students. a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.
1	16	2	3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.
1	16	3	4) Strategy 4: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.
2	3	1	1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.
2	3	2	2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.
2	4	3	3) Strategy 3: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.
2	4	4	4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.

Goal	Objective	Strategy	Description
2	4	5	5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.
3	1	1	Staff will attend staff development training's in the areas as follows: -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State Assessments -PLC
4	1	1	Provide resources and implement services and programs with the aim of upgrading our entire educational program.

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 Schoolwide Element 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	