Weslaco Independent School District

B. Garza Middle School

2019-2020 Campus Improvement Plan

Mission Statement

As the right choice, B. Garza Middle School delivers a complete educational experience grounded in creativity, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

Value Statement

The Beatriz Garza Middle School implements a blended learning environment that prepares our students for success in a rapidly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beatriz G. Garza Middle School is located in Weslaco ISD which is located in Weslaco, Texas. Beatriz G. Garza Middle School serves 6th-8th grade level students: the breakdown by grade level is as follows: 6th grade-373, 7th grade-381, and 8th grade-380 students. That equates to 98% Hispanic, 1% White and 1% comprised of African American, Asian and Indian.

Beatriz G. Garza Middle School serves the following populations: 19.4% ELLs, 76% economically disadvantaged, 7.3% G/T, and 11% SpEd.

Beatriz G. Garza Middle School has 90 teachers. 24.8% have over 20 years of experience, 36.2% of our teachers have 11-20 years experience, 21.5% have 6-10 years of experience, 17.5% have 1-5 years of experience .

Demographics Strengths

- Beatriz G. Garza Middle School earned 0 out of the 7 academic distinctions.
- Beatriz G. Garza Middle School increased 1% in Index I, Student Achievement
- Beatriz G. Garza Middle School increased 2% in Index II, School Progress
- Beatriz G. Garza Middle School decreased 9% in Index III, closing performing gaps

Problem Statements Identifying Demographics Needs

Problem Statement 1: SpEd students in all grade levels are not passing STAAR at the same rate as non-SpEd students. **Root Cause**: SpEd students are below grade level and STAAR test is on grade level.

Problem Statement 2: ELs across all grade levels are not passing STAAR at the same rate as non-ELL students. **Root Cause**: ELs lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 3: In math and reading, the SpEd scores are below the system safeguards standards of 60%. **Root Cause**: SpEd students are below level and are assessed at grade level in the areas of math and reading.

Student Academic Achievement

Student Academic Achievement Summary

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community. The following summary describes the student achievement with regards to the 2019 STAAR Performance Report from the 2019 Accountability and the Domains.

Student Academic Achievement Summary

B. Garza Middle School is provided a detailed overview of the successes and necessary imporvement through TEA on yearly basis.

Accountability Rating:

Student Achievement- Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All Students)*

Student Progress- Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student groups. *(All Students, Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

Closing Performance Gaps- Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. *(All Students; Student Groups by Race/Ethnicity)*

Postsecondary Readiness- Includes measures of high school completion and the STAAR performance at the postsecondary readiness standard. This measure emphazies the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- B. Garza Middle School received the Texas Education Agency's rating of Met Standard B for the 2017-2018 school year. BGMS has numerous strength within this rating by meeting standards in four standards- student achievement, student progress, closing performance gaps and postsecondary readiness.
- B. Garza Middle School earned 3 Distinction Designations in the following areas: Academic Achievement in Mathematics, Academic Achievement in Social Studies, and Postsecondary Readiness.

- Distinction Designation in Academic Achievement in Mathematics- campus was in the top 25 percent of the comparison group.
- Distinction Designation in Academic Achievement in Social Studies- campus was in the top 25 percent of the comparison group.
- Postsecondary Readiness was ranked in the top 25 percent of the comparison group.

B. Garza **Middle School is a Leader in Me Campus- BGMS** is starting the second year of implementation. The staff has been getting on-going training in the following teams called The Lighthouse Teams:

Professional Learning

Student Learning

Family Learning

Leadership Environment

Shared Leadership

Leadership Event

Each team made of staff members bring staff development to the whole campus. Great progress has been made and staff members are confident that The Lighthouse team will continue to bring creativity to the school and

the community.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The problem is 60% of all students are not obtaining the Meets Level in all core subject areas. **Root Cause**: 60% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2: Only 15% of our Special Education, 16% of EL (current), and 30% of EL(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 40% non-Special Education and non EL. **Root Cause**: Special Education and EL students function below grade level, lack fluency and comprehension of subject matter, as a result of assessment, creates a deficit amongst these students.

School Processes & Programs

School Processes & Programs Summary

Students at B. Garza Middle School, a Leader In Me campus, excel in Fine Arts courses that include band, orchestra, choir, art, dance, and mariachi. B. Garza students compete in UIL competitions. A variety of sports are offered for both boys and girls. These include cross country, football, soccer, basketball, cheerleading, golf, softball, track, baseball, swimming, tennis and volleyball. Students also have a variety of UIL academic contests they may participate in as well as student council. Students may participate in yearbook as well as study strategies, Spanish as a foreign language, Touch Data Systems and Investigating Careers. The National Junior Honor Society is a stimulus for promoting successful graduation from high school and provides rewarding opportunities which will benefit the students.

Continuous and focused data analysis is recognized as an essential process at BGMS. Professional Learning Community (PLC) academic groups strive to improve student performance through common formative and summative assessments. All teachers have been challenged to implement literature focused strategies to increase student learning. Formative and summative assessment data is utilized to implement educational strategies to meet student needs.

B. Garza Middle School students are scheduled into ten 40-minute periods per day with content areas: Math, Science, Social Studies and Science blocked into 80-minutes. Students are given the opportunity to take advanced-level courses in math in sixth through eighth grade including Algebra 1 and Geometry and English 1 for eighth graders. Gifted and Talented students are given accelerated instruction on Tuesdays, Wednesday and Thursdays at another campus for two hours. These students are given the option to attend accelerated instruction. BGMS is in its second year as a Leader in Me campus. Leadership is reinforced throughout the campus using Leader in Me Guidance tools. Lead lessons are implemented every Monday and applied throughout the week as continuous learning. Sixth grade students are now enrolled in a Leader In Me class. School announcements are done by ambassador students that highlight and showcase B. Garza Middle School. In accordance with the district's "Read, Dream, Achieve" initiative, our campus has implemented a writing-across-the-curriculum program.

The content area and elective teachers meet as a department in their professional learning community every Tuesday. Each subject area has its own conference period which often leads to informal collaboration among teachers and administration. As a PLC, teachers work on lessons and assessment design, analyze data, and examine instructional strategies. An instructional area the campus has identified as a need for improvement is how to increase rigor in the classroom. This area of need is being addressed through PLC teacher trainings.

The Site-Based Decision Making Committee is represented by a group of teachers, administrators, and community members. Operational procedures, new instructional programs, and budgeting are presented to SBDM for review.

B. Garza MS staff and students utilize a wide array of technology in the classroom. Each classroom has been outfitted with an access point in order to strengthen network infrastructure. They are able to access the Internet throughout the building in their classes. Classroom teachers are able to determine the use of the student devices in their classroom. Our campus has a one-to-one ratio of a chromebook per student. Technology at B. Garza Middle School includes teacher-issued laptops, desktops for classrooms, in most classrooms, chromebooks, iPads, tablet computers for staff and student use. One computer technologist from our staff, who serves both staff and the students, provides technology-to-support ratio.

School Processes & Programs Strengths

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.

- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.

- Common STAAR reviews exist in all core areas.

- Vertical alignment is present in core subjects.

- Multiple content areas engage in cross-curricular STAAR reviews.

- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.

- An ELL focus group comprised of core teachers address our ELL students.

- Professional Learning Communities (PLC's) have created cohesiveness within content areas.

- PLC's have increased the rigor of classroom instruction.

- Advanced-course teachers in math and English have focused on increasing student retention of material and reduction of failure rates.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Administration and teachers have identified a need for training to increase rigor in the classroom. **Root Cause**: Teacher results on assessments indicate that students are not performing at the Master Level.

Perceptions

Perceptions Summary

B. Garza Middle School believes that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Teachers and families work very hard at maintaining a culture of high expectations for student learning. B. Garza Middle School wants to narrow the performance gap among all student groups, and particularly between Special Education, Economically Disadvantaged and English Language Learner students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students- ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that the habit to achieve excellence is part of each of the 7 Habits of the Leader in Me. They are taught that what you do, you should do well, and the easiest way to do it well, is to do it well every time. Students are taught and then follow through with the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are constantly reminding students to have respect for all. The staff at BGMS understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence.

B. Garza Middle School places a priority on creating a family and community friendly school environment. Our leadership team would like to increase our family and community engagement initiatives. We know that communication is a key way to engage parents and the community. In addition to the newsletter sent home and the school events posted on the marquee, BGMS will be having monthly meetings with parents and inviting guest speakers from the community to speak to parents about the importance of school involvement.

Perceptions Strengths

B. Garza Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards and four administrators.

- Discipline data confirms that the campus's conflict resolution program and discipline prevention/intervention programs are working well.

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis

- Teachers are implementing best practices/ high-yield instructional strategies to increase student engagement.

- Multiple content areas engage in cross-curricular STAAR reviews.

- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.

- Monthly bilingual interactive parent meetings that incorporate Leader in Me activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher and parent surveys showed a need to increase parent involvement across various school events and activities **Root Cause**: Campus has not established an effective system to communicate with parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 1: All student populations will achieve 80% mastery on all Social Studies STAAR tests.

    Evaluation Data Source(s) 1: STAAR Data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1- Curriculum a. Effective Reading Strategies in Social Studies in the classroom as needed to read about: Historical issues such as specific eras/dates/significant figures in World History and US History. b. Geographical, Political, Social and economical influences in History	2.4, 2.5, 2.6	Social Studies Teachers Campus Administration District Social Studies Strategist	Improve performance for all populations on CBA's, benchmarks, and on the STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Staff Development a. Provide training for Pre-AP strategies, history kits, primary sources, on-line software and other areas of need. b. Provide training to all SS teachers and "Differentiated learning skills." c. Provide training to promote critical thinking and document based questioning. d. Provide training in preparation for the state mandated tests.	2.4, 2.5, 2.6	Campus Administration District Professional Development Coordinator District Social Studies Strategies	-Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration				
3) Strategy 3: Interventions a. Integrate the ELPS & CCRS in SS content b. Provide individualized instruction and/or small groups instruction in social studies to student not meeting STAAR standards or not passing. c. Use a variety of resources and materials in the Pre-AP classroom to promote advanced strategies. d. Classroom subscriptions. e. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills.	2.4, 2.5, 2.6	-Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration	Improved performance for all populations on CBAs, benchmarks, and on the STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Strategy 4: Technology a. Apply technology to create maps about the five themes of geography by addressing the following items: Location, movement, regions, place, and human/environmental interaction. b. Implement SIOP strategies using media & video, technology, and a variety of websites and on-line software to target the following social studies strands; History, culture, economics, government and critical thinking. c. PLD trainings and Jarrett Books Chrome Books to implement Google Docs	2.4, 2.5, 2.6	-Social Studies Teachers -Strategist -Social Studies CIFs -Campus Administration	Improved performance for all populations on CBAs, benchmarks, and on the STAAR.				
5) Strategy 5: Materials a. Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area	2.4, 2.5, 2.6	-Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administratio	Improved performance for all populations on assessments, CBA's, benchmark and STAAR				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 2: By Spring of 2020, the number of students who score at the Approaches Level on the Science STAAR Assessment will increase from 76% to 81%.

    Evaluation Data Source(s) 2: STAAR Data

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum: a. Inquiry based science b. Robotics-- stem based course c. Science fair involvement will allow for in depth study of the field. d. Utilize new curriculum pacing guides in grades 6-8. e. Implementation of S3 Strategies (8th Grade Teachers Trained) f. STAAR Workbooks g. Use of local science resources including Estero Llano Grande State park, the Valley Nature Center, Frontera Audobon, water treatment facility, Sal del Rey, and USDA/TAMU, and TAMUK Citrus Center research labs. h. Implement issues and life science for 7th life science curriculum-SETUP i. Implement issues and Earth Science for 8th grade earth science curriculum. j. Implementing the newly adopted electronic textbook and supplemental resources. k. Implement the use of media resources for Pre-AP classes such as journal articles, newsletters, science magazines, podcasting, and twitter, to connect science learning to real-world situations.		Science Department, CIF, Campus Administration, District Science Strategist	Improved performance for all populations on CBAs, benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Technology a. Implement web-based lessons, assessments, and hands-on such as iCORE, Gizmos, Stemscopes for 6th grade, and Edusmart. b. Use of media resources to connect science concepts to the real world. c. EduSmart 6th-8th d. Online software that target all TEKS e. Learn 360 f. Quizlet, Edpuzzle, Nearpod, and Kahoot Subscription		Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC	Improved performance for all populations on CBAs, benchmarks, and STAAR				
3) Strategy 3: Interventions a. Implement SIOP model strategies to help LEP students. b. Implement student research program to assist students with original research projects for the science fair process and as part of the "GT Independent Study Mentorship Course." c. Science tutoring program and STAAR camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring. d. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills.		Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department	Improved performance for all populations on CBAs, benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Strategy 4: Staff Development a. Team planning for the purpose of integration of subjects. b. Have ongoing staff development through STEMSCOPES that include an online curriculum, video streaming, vocabulary and integrated reading with new standards. c. CAST conference. d. Classroom aquariums and supplies e. STAAR training to update teachers on campus and district accountability, student graduation plan requirements, assessment blueprint, and analyze item questions using Norman Webb DOK criteria		Science Department, CIF, Campus Administration, District Science Strategist Improved performance for all populations on CBAs, be	Improved performance for all populations on CBAs, benchmarks, and STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Strategy 5: Materials a. Lab activities involving safety and investigative procedures will be conducted. b. Purchase science tables and portable sinks. c. use of web-based science supplemental resources d. Cornell Notes e. Science Equipment: microscopes, prepared slides, dissecting kits (frogs, owl pellets, worms), rock sample kits, measuring tapes (meter) gloves (thermal), tweezers, tongs, propane torch, alcohol thermometers, safety equipment, emergency eye wash bottles, first aid kit, fire blanket, small extinguisher f. Dynanotes *Study Guides g. Updated science fair project books h. science fair incentive field trip i. science fair trophies, ribbons, and certificates j. Measuring Up workbooks class sets 6th-8th k. Science experiment specimens (i.e. plate tectonics, squids). l. laboratory safety equipment and materials.	2.4, 2.5, 2.6	Science Department, CIF, Campus Administration, District Science Strategist	Improved performance for all populations on CBAs, benchmarks, and STAAR				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 3: By Spring 2020, the number of students who score at the Approaches Level on the Math STAAR Assessment will increase from 80% to 85%.

    Evaluation Data Source(s) 3: STAAR Data

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum a. Sprialing b. review c. POD d. fluency e. use of district materials (textbooks and other resources), outside (commercial) materials, supplies & resources (dry erase boards). f. Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. g. Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: - Spiral activities -Word walls -HOTS Questions -Use journals -Exit Cards -creating word problems on covered objectives h. math resources such as Kamico, Region IV, Region V, Motivation Math, STAAR Coach, Stepping Up to the TEKS, GPS, Sharpen Up, Course Skills, Math Cut Ups, Lead4ward, Reasoning Minds, Learning Farms, Reflex, Prodigy, Flowcabulary, Imagine Math, Aleks, Acellus		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Technology a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Quizdoms, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Ipods, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success.		CIF, Math staff, teachers & admin	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
3) Strategy 3: Interventions a. Use of incentives to encourage attendance and participation during interventions. b. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills. c. Math camps will be administered before the actual STAAR d. Utilize rotation between math teachers to group students by latest Benchmark test scores. This will allow teachers to group by ability and help all low performing students e. Pull Out Groups covering grade level objectives for low performing students		CIF, Math staff, Math Inclusion teachers & admin.	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Strategy 4: Staff Development a. Provide opportunities for teachers to attend in-and-out of district math and technology inservices, workshops, and trainings such as CAMT, NCTM & RGVCTM, Region One, State Assessment Conference, within district training, STAAR related training, out of district training, PLC and others to increase effectiveness in instruction thereby contributing to an increase in student success.		CIF, Math staff, Math Inclusion teachers & administration	Increased performance of students on assessments *Curriculum Based Assessments * District Benchmarks * STAAR				
5) Strategy 5: Materials a. Use the "practice with modeling and drill" component via resource books, fluency books and other resources such as taped-problems, cover-copy, compare, and incremental rehearsal to assist students in developing math fluency. b. STAAR books and resources, classroom subscriptions and programs for use in Spiral Reviews & P.O.D.'s to strengthen conceptual understanding and re-enforce strategies there by promoting math fluency and efficiency. c. Use of manipulatives, outside (commercial) resources, and online supplements, programs, and subscriptions to provide students additional assistance as well as to re-enforce the math curriculum. d. Use of math supplies, tools and resources such as, but not limited to whiteboards, markers, student STAAR workbooks, and computer enhanced programs in order to implement pre-STAAR math camps to assist students in reviewing tested math curriculum.	2.4, 2.5, 2.6	Mathematics Teachers Administration	Improved performance for all populations on assessments, CBA's benchmark and STAAR.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 4: By Spring of 2019, the number of students who score at the Approaches level on the Reading Staar Assessment will increase from 75% to 80%.
By Spring of 2019, the number of students who score at the Approaches level in Writing STAAR Assessment will increase from 75% to 80%.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum a. STAAR Testing & Supplemental Materials/ Aides i. e. Dictionaries Instructional Magazines, Compass Learning, Acellus, individual book titles, Istation. b. Independent Reading Time, Guided Reading, Shared Reading c. STAAR Reading strategies/ Presenters Pre-Ap strategies d. Springboard Curriculum e. District Scope and Sequence for reading and writing. f. Novel based curriculum g. Seven Habits Curriculum h.Writing rubrics, word walls, writing labs, SIOP and ESL strategies		ELA teachers ELA strategists Campus Administrators	Improved performance for all populations and assessments, CBAs, benchmark and STAAR				
	Funding Sources: State Comp Ed (SCE) - 100355.00, Title 1, Part A - 111748.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Technology a. Spanish/English Translators, dictionaries and Tutorial Software b. E-Learning (Moodle, Google Classroom and Edmodo c. Newsela.com d. Chromebooks		ELA teachers ELA strategists Campus Administrators	Improved performance for all populations and assessments, CBAs, benchmark and STAAR				
3) Strategy 3: Interventions a. MYON, Literacy programs, TALA initiatives, multi-media technology software b. Reading, Writing, Grammar Camps c. Inclusion, Small group reading, Instructional. cultural field trips, Reading Labs		ELA teachers ELA strategists Campus Administrators	Improved performance for all populations and assessments, CBAs, benchmark and STAAR				
4) Strategy 4: Staff Development a. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students b. Laying the Foundation training c. Campus Book Studies		ELA teachers ELA strategists Campus Administrators	Improved performance for all populations and assessments, CBAs, benchmark and STAAR				
5) Strategy 5: Materials a. supplemental magazines to develop reading skills b. SRI, Reader's Theatre, Novels for novel units, classroom subscriptions c. STAAR workbooks d. Scholastic Scope Lazy Editors e. Incentives to encourage reading f. Supplies for Reading Celebrations	2.4, 2.5, 2.6	ELA teachers ELA strategists Campus Administrators	Improved performance for all populations and assessments, CBAs, benchmark and STAAR				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 5: By 2020, 100% of the students will be provided developmental guidance and counseling in their graduation plan.

Evaluation Data Source(s) 5: Graduation plans in the recommended or distinguished achievement.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase educational opportunities through 9th grade orientation and SLC registration.		Counselors	Students will be aware of different career paths for their futures.				
2) Social Skills and cyber bullying interventions will be integrated within guidance lessons.		Counselors	Students will develop skills to think critically and behave safely on the internet.				
3) Decrease student academic failure rate by meeting with failure students individually and setting Leader In Me goals for all students including At-risk students.	3.2	Counselors	Students will have attainable and workable goals.				
	Funding Sources: State Comp Ed (SCE) - 131857.00, Title 1, Part A - 157472.00						
4) 4) Motivate and promote student success through end of the year awards assembly/six weeks honor and superior honor roll celebrations.	2.4, 2.5, 2.6	Counselors	Students will be motivated and have an academic goal to reach.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 6: ELL

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. TEKS Resources Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) TEKS Resource Center Science: Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools. a) TEKS Resource Center Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as TEKS resource Center		Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) 2) Strategy 2: Technology Integrate the application of technology to promote a blended learning environment in all core classes for the ELL students through various programs: a. Imagine Math (formerly TTM) b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. PathBlazers h. Kurzweil i. ESL Reading Smart j. Scholastic k. Moodle l. Stemscope Science m. Pearson Realize n, Myon							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 3) Strategy 3: Interventions ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. Quick Writes b. Vocabulary Activities c. Word Walls Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson c. Realize. ALL STAAR Tested Areas: - The Leader in Me will be implemented to promote positive relationships and goal planning -Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional tutoring -Chrome Books will be utilized to enhance learning and to assist with interventions							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Strategy 2: Technology Integrate the application of technology to promote a blended learning environment in all core classes for the ELL students through various programs: a. Imagine Math (formerly TTM) b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. PathBlazers h. Kurzweil i. ESL Reading Smart j. Scholastic k. Moodle l. Stemscope Science m. Pearson Realize n. MyOn		Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Strategy 3 Interventions: ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. #Writing Wednesday b. Quick Writes c. Vocabulary Activities d. Word Walls e. Author's Wall Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) #WritingWednesday b) Quick writes c) Building vocabulary activities d) Bilingual Word Wall Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson c. Realize. ALL STAAR Tested Areas: - The Leader in Me will be implemented to promote positive relationships and goal planning -Extended Day will be implemented to assist students that require additional tutoring -Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional		Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects				

-Chrome Books will be utilized to enhance learning and to assist with interventions							
6) Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge. Including but not limited to: -Vocabulary Development -Reading and Comprehension Skills -Technology Applicaitons		Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects				
7) Strategy 5: Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Directo	ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 7: (SPED/504/Dyslexia) By Spring 2020, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 30% to 40%, Math STAAR from 45% to 55%, Science STAAR from 36% to 45%, and Social Studies STAAR from 29% to 40%.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1 - Curriculum: READING/WRITING 1.(a) Teachers will use probing questions to clarify and extend reading vocabulary. (b) Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. (c) Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self-correct writing samples. (#Writing Wednesday, Quick-Writes) MATH 1.(a) Teachers will use probing questions to clarify and extend math vocabulary. (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting (Problem of the Day). (c) Teachers will increase student listening skill comprehension to adjust math instruction. SCIENCE 1.(a) Teachers will use probing questions to clarify and extend science vocabulary. (b) Teachers will promote student measurement skills to address individual needs. (c) Teachers will promote student writing skills for reporting purposes. SOCIAL STUDIES 1.(a) Teachers will use probing questions to clarify and extend social studies vocabulary. (b) Teachers will promote critical thinking skills to foster student reading and writing skills. (c) Teachers will promote writing skills to increase student connections to culture and government.	2.4, 2.5, 2.6	Special Education Teachers, Support Staff, Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) 2) Strategy 2: Technology - Teachers will promote the use of the following to increase student knowledge and class participation: 1.(a) Library resources (b) Brainpop, CNN 10 News, audio books, Google classroom, Kurzweil	2.4, 2.5, 2.6	Special Education Teachers, Support Staff, Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects				
3) 3) Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate with general education teachers in planning and monitoring student progress every six weeks. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services (co-teaching, small group assistance) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Teachers will promote the 7 Habits- Leader in Me initiative to increase student goal planning, focus, and leadership skills. (f) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers.	2.4, 2.5, 2.6	Special Education Teacher, Support Staff, General Education Teachers, Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects				
	Funding Sources: State Comp Ed (SCE) - 24936.00, Title 1, Part A - 70155.00						
4) 4) Strategy 4: Staff Development - 1.(a) Teachers will participate in staff development to ensure professionals continue highly qualified status and to keep abreast on latest strategies, techniques, resources, and technology available for each subject area.		Special Education Teachers, Support Staff, General Education Teachers, Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state-mandated grade level subjects				
5) 5. Materials							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) 5) Strategy 5: Materials - a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Special Education Teacher and Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects				
7) 5) Strategy 5: Materials - a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Special Education Teacher and Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects				
8) 5) Strategy 5: Materials - a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Special Education Teacher and Administration	Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 8: By Spring 2020 the percentage of Advanced Academic students who score at the Master's Level on the Algebra One EOC will increase from 86% to 90% .

    Evaluation Data Source(s) 8: STAAR Scores

    Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) CurriculumImplement the TEKS Resource System including the alignment of the curriculum, instruction, and assessment,Year at a Glance b) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: -spiral activities -word walls -HOTS questions -journals -exit cards		CIFs, Advanced Academic Strategist, teachers	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00						
2) 2) Technology-Use technology to help students gain a better understanding of the topics covered, gain immediate feedback, give students alternate instruction of objectives, and involve students in meaningful activities. Chromebooks will enhance student learning through online research		CIFs, CTC, advanced academic teachers	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 3) InterventionsUse teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall		CIFs, CTC, advanced academic teachers	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills.	**Funding Sources**: State Comp Ed (SCE) - 0.00						
4) 4) Staff Development-enhance content knowledge and effectively implement research-based instructional strategies.		CIFs, Strategists, advanced academic teachers	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
	Funding Sources: Title 1, Part A - 0.00						
5) 5) Advanced Academic Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	CIF, Advanced academic teachers	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 9: By Spring 2020, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Source(s) 9: Migrant Middle School Survey

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year.		Administration Counselors Social Worker Staff Librarian	Increase independent reading levels and comprehension of all students in all core subjects.				
2) Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area.		Administration Counselors Social Worker Staff Librarian	Increase independent reading levels and comprehension of all student in all core subjects.				
3) Strategy 3: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Administration Counselors Social Worker Staff Librarian	Increase independent reading levels and comprehension of all students in all core subjects.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 10: By Spring 2020, the percentage of students in the Fine Arts Department will increase student participation in the arts to 70% of total student enrollment.

Evaluation Data Source(s) 10: 2018-2019 WISD Fine Arts Census Report

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum 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. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes: . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist 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 d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building.		Fine Arts Department Campus Adminstration					
2) Strategy 2: Technology a. move from the substitution to the augmentation level on the SAMR scale in lessons b. web page, 3-D printers, media retrieval system		Fine Arts Teachers					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Strategy 3: Interventions a) Consumables, general supplies technology devices		Fine Arts Teachers	Improve performance for all populations on assessments, CBAs, benchmarks and STAAR				
4) Strategy 4: Staff Development a. Staff development to ensure professionals continue being highly qualified and to continue selfeducation/improvement on the latest strategies, techniques, resources, and technology available for the subject areas.		Fine Art Teacher	Equip teacher with more intense knowledge to create more thought stimulating lessons.				
5) Strategy 5: Materials a. Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objective, and initiatives for the subject area.	2.4, 2.5, 2.6	Fine Art Teacher					

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 11: By Spring 2019, 90% of students will increase their interest in literacy.

    Evaluation Data Source(s) 11: SRI report

    Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 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 Read a Book Day, Read Across America Day, Dr. Suess Day, Ban Book Week, Teen Read Week and National 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 current school board policies, legislation and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school.		Librarian District Librarian Library Staff Campus Administration	Increase independent reading levels and comprehension of all students in all core subjects.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Technology a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to community using web & paper resources		Librarian District Librarian Staff Administration	Increase independent reading levels and comprehension of all students in all core subjects.				
3) Strategy 3: Interventions a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed.		Librarian District Librarian Staff Administration	Increase independent reading levels and comprehension of all students in all core subjects.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Strategy 4: Staff Development a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices.		Principal District Librarian Librarian	Increase independent reading levels and comprehension of all students in all core subjects.				
		Funding Sources: State Comp Ed (SCE) - 38029.00, Title 1, Part A - 40937.00					
5) Strategy 5: Materials a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6	Principal District Librarian Librarian	Increase independent reading levels and comprehension of all students in all core subjects.				

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 12: PE

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1)) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training		PE Coaches Administration	Students will be able to be proficient in formal and informal assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2)) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training		PE Coaches Administration	Students will be able to be proficient in formal and informal assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3)) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training		PE Coaches Administration	Students will be able to be proficient in formal and informal assessments.				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 13: By Spring 2019, 100% of the students will achieve mastery in Technology Applications.

Evaluation Data Source(s) 13: Student Performance

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, 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 literacy and skills.		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative).		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills	**Funding Sources**: State Comp Ed (SCE) - 114681.00						
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.		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
4) Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic	2.4, 2.5, 2.6	Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area	**Funding Sources**: State Comp Ed (SCE) - 12370.00, Title 1, Part A - 7504.00						

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 14: By Spring 2019, 100% of 8th grade students will be enrolled in CATE courses.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						
3) Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology and leadership skills		Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						
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.	2.4, 2.5, 2.6	Technology Applications Teacher	Student Performance on six weeks exams and district benchmarks				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, mikitary and service ready leaders.

Performance Objective 15: By Spring 2019, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Source(s) 15: Migrant middle school survey

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year. 2) Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. 3) Strategy 5: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area	2.4, 2.5, 2.6						

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

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 1: 100% of B. Garza Middle School students and staff will complete Internet safety training using the Common Sense Media curriculum. This will allow our campus to continue being a Common Sense Media Certified School.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will complete the requirements to become a Common Sense Media Certified School.		All Teachers Librarian CTC Administration	Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) 2) Students will receive instruction on digital citizenship.		All Teachers Librarian CTC Administration	Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 2: Special Education teachers, instructional paraprofessionals, teachers from each team and the Crisis Team will become CPI certified to ensure student safely should a crisis arise on campus.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All staff members will receive training on how to properly address a crisis.		All professional staff All support staff Administration Security Guards	Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) All staff members will practice monthly fire drills with and without blocked passage ways.		All professional staff All support staff Administration Security Guards	Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes.				
Funding Sources: Title 1, Part A - 0.00, State Comp Ed (SCE) - 0.00							
3) All staff members will practice monthly lock-down drills.		All professional staff All support staff Administration Security Guards	Decrease the amount of time it takes to safely and effectively practice a lock-down drill in case a serious incident occurs.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
4) All staff members will receive training and practice a shelter in place drill, a severe weather drill and a reverse evacuation drill.		All professional staff All support staff Administration Security Guards	Decrease the amount of time it takes to safely and effectively practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 3: All staff members will be assigned morning duty to monitor students and ensure their safety.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will be assigned morning duty to monitor students and ensure their safety and paraprofessionals will be assigned afternoon duty.		All teachers All paraprofessionals Administration	Monitor students to ensure their safety and well-being.				
Funding Sources: Title 1, Part A - 0.00, State Comp Ed (SCE) - 0.00							
2) All visitors to B. Garza Middle School will have to signin at the security desk as well as the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.		Receptionist Attendance Clerk Office Staff Members Administration Security Guards	Monitor all students to ensure their safety and well being.				
Funding Sources: Title 1, Part A - 0.00, State Comp Ed (SCE) - 0.00							
3) Weslaco ISD has installed gates surrounding all access points of entries to B. Garza Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.		Administration Security Guards All staff members All Teachers	Monitoring and securing all students, staff members to ensure everyone's safety.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
4) B. Garza's Middle School's administration, security guards, ISS staff member, receptionist, CTC and custodian use a radio to readily and effectively communicate with each other in case of an emergency.		Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director	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.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Security Guards patrol hallways and monitor security cameras in an effort to secure B. Garza Middle School students, staff members and premises.		Administration Security Guards Safety and Security Director	To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at B. Garza Middle School.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 4: B. Garza Middle School will maintain one to one ratio of chrome books for all students in all classrooms in order to promote digital learning,ensure that students have opportunities to receive blended learning lessons and move from substitution to augmentation on the SAMR model.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) B. Garza will direct a portion of the budget to maintain, and replace chromebooks, carts, and other technological equipment such as, but not limited to printers, scanners, printing supplies, and smart tablets.		Teachers Administration CTC Strategists	Blended lessons, Flipped Classrooms, student based research projects				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.		Teachers Administration CTC Strategists	Blended lessons, Flipped Classrooms, student based research projects				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 5: All content area teachers will incorporate technology in the curriculum as deemed fit throughout the year

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide regular staff development to all teachers on embedding technology effectively in the curiculum.		Teachers Administration CTC Libarian	Engaged students in the classroom at an accomplished level.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) Meet once a month by departments (PLC)to plan, share, and discuss technology -rich lessons.		Teachers Administration CTC Libarian	All teachers will effectively use technology in the classroom.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: ENGAGING LEARNING ENVIRONMENTs - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 6: All students at B. Garza Middle School will use Google classroom, I-station, and MyOn by practicing safe and secure technology procedures.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will be engaged in blended learning opportunities via Google Classroom.		All classroom teachers Administration Librarian	Students will show at least 5% growth in STAAR reading, writing and English I EOC.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) All students will be engaged in Common Sense Media lessons to learn safe and secure on-line procedures.	2.4, 2.5, 2.6	All classroom teachers Administration Librarian	Students will show at least 5% growth in STAAR reading, writing and English I EOC.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Strengthen and increase our parent and community engagement in schools by 10%

Evaluation Data Source(s) 1: Six Weeks Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent and student surveys. contact logs including tracking parent participation through logging volunteer hours	3.1	Social Worker, Parents, Teachers, Students, and Administration.	Increase parental involvement				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) Campus events and meetings such as parent teacher conference and home visits. Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships.	3.1	Student, Teacher, parent, Administrator, Campus Technology Coordinator	Parents are engaged and participate with campus events/activities. student achievement increases. Students and parents are more motivated to learn thus will be more successful in school				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
3) Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week, and Bully prevention presentations		Social Worker, Teachers, Administrators	Students are aware of the negative affects of drugs and bullying. It will also increase attendance.				
Funding Sources: Title 1, Part A - 0.00, State Comp Ed (SCE) - 0.00							
4) Community will provide resources and partnerships that meet the needs of our B. Garza MS families such as: Meet the Teacher Night, Red Ribbon, Leader In Me Assembly, Open House Tech Night, Career Fair, Meet the Middle School Events.		Social worker, teachers, administrators, students, and parents	Increased collaboration between parents, students, and community members.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 2: Increase parent and school collaboration, communication, participation, and attendance by 5%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Parent and student surveys, contact logs including tracking parent participation through logging volunteer hours.	3.1	Social Worker, Parents, Teachers, Students and Administration	Increase parental involvement				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
2) 2. Campus events and meetings such as parent teacher conference and home visits, Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships.	2.4, 2.5, 2.6	Student, Teacher, Parent, Administrator, Campus Technology Coordinator	Parents are engaged and participate with campus events/activities. Student achievement increases. Students and parents are more motivated to learn thus be more successful in school.				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT - Implement High-Quality, research-based professional development and continuous support for all employees.

Performance Objective 1: By the Spring of 2019, 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:
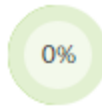
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will attend staff development training's in the areas as follows: -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State Assessments -PLC		-District Personnel -Administration -CTC -Staff	Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.				
	Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						
2) All staff will continue to attend Leader in Me staff developments presented by Campus Lighthouse Team.	2.4, 2.5, 2.6	All staff Leader In Me Consultants Campus Lighthouse Team	Implementation of Leader in Me concepts and 7 Habits curriculum.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

Performance Objective 1: By Spring 2019, 100% of federal, state and local funds will go through improvement and budget planning in order to maximize the impact of the resources to assist students to 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources and implement services and programs with the aim of upgrading our entire educational program	2.4, 2.5, 2.6	-Aministration -CTC -Department Heads	Students Meets Grade Level or Masters Grade Level on STAAR assessments				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Strategy 2: Staff Development a. Provide training for Pre-AP strategies, history kits, primary sources, on-line software and other areas of need. b. Provide training to all SS teachers and "Differentiated learning skills." c. Provide training to promote critical thinking and document based questioning. d. Provide training in preparation for the state mandated tests.
1	1	3	Strategy 3: Interventions a. Integrate the ELPS & CCRS in SS content b. Provide individualized instruction and/or small groups instruction in social studies to student not meeting STAAR standards or not passing. c. Use a variety of resources and materials in the Pre-AP classroom to promote advanced strategies. d. Classroom subscriptions. e. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills.
1	1	4	Strategy 4: Technology a. Apply technology to create maps about the five themes of geography by addressing the following items: Location, movement, regions, place, and human/environmental interaction. b. Implement SIOP strategies using media & video, technology, and a variety of websites and on-line software to target the following social studies strands; History, culture, economics, government and critical thinking. c. PLD trainings and Jarrett Books Chrome Books to implement Google Docs
1	1	5	Strategy 5: Materials a. Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area
1	2	2	Strategy 2: Technology a. Implement web-based lessons, assessments, and hands-on such as iCORE, Gizmos, Stemscopes for 6th grade, and Edusmart. b. Use of media resources to connect science concepts to the real world. c. EduSmart 6th-8th d. Online software that target all TEKS e. Learn 360 f. Quizlet, Edpuzzle, Nearpod, and Kahoot Subscription
1	2	3	Strategy 3: Interventions a. Implement SIOP model strategies to help LEP students. b. Implement student research program to assist students with original research projects for the science fair process and as part of the "GT Independent Study Mentorship Course." c. Science tutoring program and STAAR camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring. d. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills.
1	2	4	Strategy 4: Staff Development a. Team planning for the purpose of integration of subjects. b. Have ongoing staff development through STEMSCOPES that include an online curriculum, video streaming, vocabulary and integrated reading with new standards. c. CAST conference. d. Classroom aquariums and supplies e. STAAR training to update teachers on campus and district accountability, student graduation plan requirements, assessment blueprint, and analyze item questions using Norman Webb DOK criteria

Goal	Objective	Strategy	Description
1	2	5	Strategy 5: Materials a. Lab activities involving safety and investigative procedures will be conducted. b. Purchase science tables and portable sinks. c. use of web-based science supplemental resources d. Cornell Notes e. Science Equipment: microscopes, prepared slides, dissecting kits (frogs, owl pellets, worms), rock sample kits, measuring tapes (meter) gloves (thermal), tweezers, tongs, propane torch, alcohol thermometers, safety equipment, emergency eye wash bottles, first aid kit, fire blanket, small extinguisher f. Dynanotes *Study Guides g. Updated science fair project books h. science fair incentive field trip i. science fair trophies, ribbons, and certificates j. Measuring Up workbooks class sets 6th-8th k. Science experiment specimens (i.e. plate tectonics, squids). l. laboratory safety equipment and materials.
1	3	2	Strategy 2: Technology a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Quizdoms, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Ipods, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success.
1	3	3	Strategy 3: Interventions a. Use of incentives to encourage attendance and participation during interventions. b. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills. c. Math camps will be administered before the actual STAAR d. Utilize rotation between math teachers to group students by latest Benchmark test scores. This will allow teachers to group by ability and help all low performing students e. Pull Out Groups covering grade level objectives for low performing students
1	3	4	Strategy 4: Staff Development a. Provide opportunities for teachers to attend in -and-out of district math and technology inservices, workshops, and trainings such as CAMT, NCTM & RGVCTM, Region One, State Assessment Conference, within district training, STAAR related training, out of district training, PLC and others to increase effectiveness in instruction thereby contributing to an increase in student success.
1	3	5	Strategy 5: Materials a. Use the "practice with modeling and drill" component via resource books, fluency books and other resources such as taped-problems, cover-copy, compare, and incremental rehearsal to assist students in developing math fluency. b. STAAR books and resources, classroom subscriptions and programs for use in Spiral Reviews & P.O.D.'s to strengthen conceptual understanding and re-enforce strategies there by promoting math fluency and efficiency. c. Use of manipulatives, outside (commercial) resources, and online supplements, programs, and subscriptions to provide students additional assistance as well as to re-enforce the math curriculum. d. Use of math supplies, tools and resources such as, but not limited to whiteboards, markers, student STAAR workbooks, and computer enhanced programs in order to implement pre-STAAR math camps to assist students in reviewing tested math curriculum.
1	4	1	Strategy 1: Curriculum a. STAAR Testing & Supplemental Materials/ Aides i. e. Dictionaries Instructional Magazines, Compass Learning, Acellus, individual book titles, Istation. b. Independent Reading Time, Guided Reading, Shared Reading c. STAAR Reading strategies/ Presenters Pre-Ap strategies d. Springboard Curriculum e. District Scope and Sequence for reading and writing. f. Novel based curriculum g. Seven Habits Curriculum h.Writing rubrics, word walls, writing labs, SIOP and ESL strategies

Goal	Objective	Strategy	Description
1	4	2	Strategy 2: Technology a. Spanish/English Translators, dictionaries and Tutorial Software b. E-Learning (Moodle, Google Classroom and Edmodo c. Newsela.com d. Chromebooks
1	4	3	Strategy 3: Interventions a. MYON, Literacy programs, TALA initiatives, multi-media technology software b. Reading, Writing, Grammar Camps c. Inclusion, Small group reading, Instructional. cultural field trips, Reading Labs
1	4	4	Strategy 4: Staff Development a. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students b. Laying the Foundation training c. Campus Book Studies
1	4	5	Strategy 5: Materials a. supplemental magazines to develop reading skills b. SRI, Reader's Theatre, Novels for novel units, classroom subscriptions c. STAAR workbooks d. Scholastic Scope Lazy Editors e. Incentives to encourage reading f. Supplies for Reading Celebrations
1	5	1	Increase educational opportunities through 9th grade orientation and SLC registration.
1	5	2	Social Skills and cyber bullying interventions will be integrated within guidance lessons.
1	5	3	Decrease student academic failure rate by meeting with failure students individually and setting Leader In Me goals for all students including At-risk students.
1	5	4	4) Motivate and promote student success through end of the year awards assembly/six weeks honor and superior honor roll celebrations.
1	6	4	Strategy 2: Technology Integrate the application of technology to promote a blended learning environment in all core classes for the ELL students through various programs: a. Imagine Math (formerly TTM) b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. PathBlazers h. Kurzweil i. ESL Reading Smart j. Scholastic k. Moodle l. Stemscope Science m. Pearson Realize n. MyOn
1	6	5	Strategy 3 Interventions: ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. #Writing Wednesday b. Quick Writes c. Vocabulary Activities d. Word Walls e. Author's Wall Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) #WritingWednesday b) Quick writes c) Building vocabulary activities d) Bilingual Word Wall Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson c. Realize. ALL STAAR Tested Areas: - The Leader in Me will be implemented to promote positive relationships and goal planning -Extended Day will be implemented to assist students that require additional tutoring -Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional tutoring -Chrome Books will be utilized to enhance learning and to assist with interventions
1	6	6	Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge. Including but not limited to: -Vocabulary Development -Reading and Comprehension Skills -Technology Applicaitons

Goal	Objective	Strategy	Description
1	6	7	Strategy 5: Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.
1	7	3	3) Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate with general education teachers in planning and monitoring student progress every six weeks. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services (co-teaching, small group assistance) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Teachers will promote the 7 Habits- Leader in Me initiative to increase student goal planning, focus, and leadership skills. (f) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers.
1	8	1	1) CurriculumImplement the TEKS Resource System including the alignment of the curriculum, instruction, and assessment, Year at a Glance b) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: -spiral activities -word walls -HOTS questions -journals -exit cards
1	8	2	2) Technology-Use technology to help students gain a better understanding of the topics covered, gain immediate feedback, give students alternate instruction of objectives, and involve students in meaningful activities. Chromebooks will enhance student learning through online research
1	8	3	3) InterventionsUse teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills.
1	8	4	4) Staff Development-enhance content knowledge and effectively implement research-based instructional strategies.
1	8	5	5) Advanced Academic Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.
1	9	1	1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year.
1	9	2	Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area.
1	9	3	Strategy 3: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.

Goal	Objective	Strategy	Description
1	10	1	Strategy 1: Curriculum 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. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes: . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist 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 d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building.
1	10	2	Strategy 2: Technology a. move from the substitution to the augmentation level on the SAMR scale in lessons b. web page, 3-D printers, media retrieval system
1	10	3	Strategy 3: Interventions a) Consumables, general supplies technology devices
1	10	4	Strategy 4: Staff Development a. Staff development to ensure professionals continue being highly qualified and to continue selfeducation/improvement on the latest strategies, techniques, resources, and technology available for the subject areas.
1	10	5	Strategy 5: Materials a. Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objective, and initiatives for the subject area.
1	11	1	Strategy 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 Read a Book Day, Read Across America Day, Dr. Suess Day, Ban Book Week, Teen Read Week and National 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 current school board policies, legislation and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school.
1	11	2	Strategy 2: Technology a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to community using web & paper resources
1	11	3	Strategy 3: Interventions a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed.

Goal	Objective	Strategy	Description
1	11	4	Strategy 4: Staff Development a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices.
1	11	5	Strategy 5: Materials a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.
1	13	1	Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, 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 literacy and skills.
1	13	2	Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills
1	13	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	13	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
1	14	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.
1	14	2	Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills
1	14	3	Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology and leadership skills

Goal	Objective	Strategy	Description
1	14	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	1	1	All teachers will complete the requirements to become a Common Sense Media Certified School.
2	1	2	2) Students will receive instruction on digital citizenship.
2	2	1	All staff members will receive training on how to properly address a crisis.
2	2	2	All staff members will practice monthly fire drills with and without blocked passage ways.
2	2	3	All staff members will practice monthly lock-down drills.
2	2	4	All staff members will receive training and practice a shelter in place drill, a severe weather drill and a reverse evacuation drill.
2	3	1	All teachers will be assigned morning duty to monitor students and ensure their safety and paraprofessionals will be assigned afternoon duty.
2	3	2	All visitors to B. Garza Middle School will have to signin at the security desk as well as the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.
2	3	3	Weslaco ISD has installed gates surrounding all access points of entries to B. Garza Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.
2	3	4	B. Garza's Middle School's administration, security guards, ISS staff member, receptionist, CTC and custodian use a radio to readily and effectively communicate with each other in case of an emergency.
2	3	5	Security Guards patrol hallways and monitor security cameras in an effort to secure B. Garza Middle School students, staff members and premises.
2	4	1	B. Garza will direct a portion of the budget to maintain, and replace chromebooks, carts, and other technological equipment such as, but not limited to printers, scanners, printing supplies, and smart tablets.
2	4	2	Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.
2	5	1	Provide regular staff development to all teachers on embedding technology effectively in the curiculum.
2	5	2	Meet once a month by departments (PLC)to plan, share, and discuss technology -rich lessons.
2	6	1	All students will be engaged in blended learning opportunities via Google Classroom.
2	6	2	All students will be engaged in Common Sense Media lessons to learn safe and secure on-line procedures.
3	1	1	Parent and student surveys. contact logs including tracking parent participation through logging volunteer hours
3	1	2	Campus events and meetings such as parent teacher conference and home visits. Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships.

Goal	Objective	Strategy	Description
3	1	3	Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week, and Bully prevention presentations
3	1	4	Community will provide resources and partnerships that meet the needs of our B. Garza MS families such as: Meet the Teacher Night, Red Ribbon, Leader In Me Assembly, Open House Tech Night, Career Fair, Meet the Middle School Events.
3	2	1	1. Parent and student surveys, contact logs including tracking parent participation through logging volunteer hours.
3	2	2	2. Campus events and meetings such as parent teacher conference and home visits, Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships.
4	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	2	All staff will continue to attend Leader in Me staff developments presented by Campus Lighthouse Team.
5	1	1	Provide resources and implement services and programs with the aim of upgrading our entire educational program

State Compensatory

Budget for B. Garza Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11.6119.27.044.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$68,499.00
164.13.6119.00.044.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$80,220.00
164.32.6119.00.044.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$63,838.00
164.11.6129.27.044.8.30	6129 Salaries or Wages for Support Personnel	$28,085.00
164.18.6129.80.044.8.30	6129 Salaries or Wages for Support Personnel	$18,148.00
164.12.6129.00.044.8.30	6129 Salaries or Wages for Support Personnel	$30,067.00
164.23.6129.00.044.8.30	6129 Salaries or Wages for Support Personnel	$25,406.00
164.11.6141.00.044.8.30	6141 Social Security/Medicare	$258.00
164.11.6141.27.044.8.30	6141 Social Security/Medicare	$993.00
164.11.6141.80.044.8.30	6141 Social Security/Medicare	$263.00
164.12.6141.00.044.8.30	6141 Social Security/Medicare	$436.00
164.13.6141.00.044.8.30	6141 Social Security/Medicare	$1,163.00
164.23.6141.00.044.8.30	6141 Social Security/Medicare	$368.00
164.32.6141.00.044.8.30	6141 Social Security/Medicare	$926.00
164.32.6142.00.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.27.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.80.044.8.30	6142 Group Health and Life Insurance	$5,779.00

Account Code	Account Title	Budget
164.12.6142.00.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.13.6142.00.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.23.6142.00.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.044.8.30	6143 Workers' Compensation	$53.00
164.11.6143.27.044.8.30	6143 Workers' Compensation	$206.00
164.11.6143.80.044.8.30	6143 Workers' Compensation	$54.00
164.12.6143.00.044.8.30	6143 Workers' Compensation	$90.00
164.13.6143.00.044.8.30	6143 Workers' Compensation	$241.00
164.23.6143.00.044.8.30	6143 Workers' Compensation	$76.00
164.32.6143.00.044.8.30	6143 Workers' Compensation	$192.00
164.11.6145.00.044.8.30	6145 Unemployment Compensation	$16.00
164.11.6145.27.044.8.30	6145 Unemployment Compensation	$61.00
164.11.6145.80.044.8.30	6145 Unemployment Compensation	$16.00
164.12.6145.00.044.8.30	6145 Unemployment Compensation	$27.00
164.13.6145.00.044.8.30	6145 Unemployment Compensation	$72.00
164.23.6145.00.044.8.30	6145 Unemployment Compensation	$23.00
164.32.6145.00.044.8.30	6145 Unemployment Compensation	$57.00
164.11.6146.00.044.8.30	6146 Teacher Retirement/TRS Care	$399.00
164.11.6146.27.044.8.30	6146 Teacher Retirement/TRS Care	$2,137.00
164.11.6146.80.044.8.30	6146 Teacher Retirement/TRS Care	$589.00
164.12.6146.00.044.8.30	6146 Teacher Retirement/TRS Care	$677.00
164.13.6146.00.044.8.30	6146 Teacher Retirement/TRS Care	$2,954.00
164.23.6146.00.044.8.30	6146 Teacher Retirement/TRS Care	$572.00
164.32.6146.00.044.8.30	6146 Teacher Retirement/TRS Care	$1,948.00
	6100 Subtotal:	**$363,804.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
164.13.6219.57.044.8.30	6219 Professional Services	$405.00
164.23.6299.57.044.8.30	6299 Miscellaneous Contracted Services	$135.00
164.11.6299.57.044.8.30	6299 Miscellaneous Contracted Services	$1,205.00
	6200 Subtotal:	**$1,745.00**
6300 Supplies and Services		
164.11.6399.00.044.8.30	6399 General Supplies	$18,750.00
164.11.6399.57.044.8.30	6399 General Supplies	$420.00
	6300 Subtotal:	**$19,170.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The B. Garza Middle School comprehensive needs assessment was reviewed on September 18, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Student Achievment Improvement Plan Committee:

1. Gilbert Rebolloso Principal

2. Eva Saucedo CIF

3. Cynthia Gonzalez CIF

4. Sabrina Cuellar Assistant Principal

5. Patricia Carreon Math Department Head

6. Moises Chavez Science Department Head

7. Corina Puente & Tracy Ramos Social Studies Department Head

8. Christopher Gracia Campus Athletic Coordinator

9. Pam Munoz Special Education Department Head

10. Lissbeth Sustaita ESL Chair

11. Yvette Perez English Language Arts Department Head

12. Guadalupe Hernandez Campus Technology Coordinator

13. Iris Hernandez Social Worker

14. Dora Alaniz Counseling

15. Elsa Robles Librarian

4. Sabrina Cuellar Assistant Principal

5.

6.

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2.2: Regular monitoring and revision

November 25, 2018

2.3: Available to parents and community in an understandable format and language

B. Garza Middle School Campus Improvement Plan is located on campus in the main office and at the Parental Involvment Room (room 100). The plan can also be found on the district's website (wisd.us) or in the B. Garza Middle School website.

2.4: Opportunities for all children to meet State standards

Opportunities for all student to meet the challenging State academic standards.

See pages 16-66

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee:

1. Linda Martinez Campus Parent Liaison

2.

3.

4.

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6.

7.

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$100,355.00
1	5	3			$131,857.00
1	7	3			$24,936.00
1	8	1			$0.00
1	8	2			$0.00
1	8	3			$0.00
1	8	5			$0.00
1	11	4			$38,029.00
1	13	2			$114,681.00
1	13	4			$12,370.00
1	14	1			$0.00
1	14	2			$0.00
1	14	3			$0.00
1	14	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	3	1			$0.00

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	4	1			$0.00
2	4	2			$0.00
2	5	1			$0.00
2	5	2			$0.00
2	6	1			$0.00
2	6	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	1			$0.00
3	2	2			$0.00
4	1	1			$0.00
5	1	1			$0.00
				Sub-Total	$422,228.00
				Budgeted Fund Source Amount	$480,693.00
				+/- Difference	$58,465.00
				Grand Total	$422,228.00