Weslaco Independent School District

B. Garza Middle School

Improvement Plan

2020-2021

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

Revised/Approved: October 30, 2020

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.

Problem Statement 4 (Prioritized): In Math and Reading, the SpEd scores are not meeting growth target of 59% in reading and 61% in math. **Root Cause:** SpEd students are below level and are assessed at grade level in the areas of math and reading.

Problem Statement 5: ELs across all grade levels are not passing STAAR at the same rate as non-EL students. **Root Cause:** ELs lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 6 (Prioritized): 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.

Student Learning

Student Learning 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 Learning Strengths

Student Academic Achievement Strengths

- B. Garza Middle School received the Texas Education Agency's rating of Met Standard B for the 2018-2019 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 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 Learning 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 18% of our Special Education, 20% of EL (current), and 28% of EL(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 43% 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.

Problem Statement 3 (Prioritized): In Math and Reading, the SpEd scores are not meeting growth target of 59% in reading and 61% in math. **Root Cause:** SpEd students are below level and are assessed at grade level in the areas of math and reading.

Problem Statement 4: ELs across all grade levels are not passing STAAR at the same rate as non-EL students. **Root Cause:** ELs lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 5 (Prioritized): 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.

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 EL focus group comprised of core teachers address our EL 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.

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

Problem Statement 3 (Prioritized): 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.

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, a full-time police officer, 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:** Because of low economic status, many parents do not have transportation or means to make their way on campus.

Priority Problem Statements

Problem Statement 1: SpEd students in all grade levels are not passing STAAR at the same rate as non-SpEd students.

Root Cause 1: SpEd students are below grade level and STAAR test is on grade level.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Technology - Demographics - Student Learning - School Processes & Programs

Problem Statement 2: In Math and Reading, the SpEd scores are not meeting growth target of 59% in reading and 61% in math.

Root Cause 2: SpEd students are below level and are assessed at grade level in the areas of math and reading.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Technology - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Goals

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

Performance Objective 1: All student populations will achieve a 70% at Approaches level and a 45% at the Meets level on Social Studies STAAR tests.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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. Use Apex, K12 Summit,chromebooks and classroom libraries to enhance lessons.

	Formative
Strategy's Expected Result/Impact: Improve performance for all populations on CBA's, benchmarks, and on the STAAR.	
Staff Responsible for Monitoring: Social Studies Teachers	**Nov**
	Jan
Campus Administration	**Mar**
District Social Studies Strategist	**Summative**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 — **Problem Statements:** None	**June**
TEA Priorities: None — **Funding Sources:** None	
ESF Levers: None	

Strategy 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.

	Formative
Strategy's Expected Result/Impact: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration	**Nov** **Jan** **Mar**
	Summative
Staff Responsible for Monitoring: Campus Administration District Professional Development Coordinator District Social Studies Strategies	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR		**Formative**
Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration		**Nov**
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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

d. Summit K12

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR.	**Nov**
Staff Responsible for Monitoring: -Social Studies Teachers -Strategist -Social Studies CIFs -Campus Administration	**Jan** **Mar** **Summative** **June**

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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
b. Use different programs and activities such as APEX, K12Summit, chromebooks, headphones,classroom libraries to enhance lessons.
c. Use plexiglass covers to assist teachers in presenting information while remaining social distancing safe.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's, benchmark and STAAR	**Nov**
Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administratio	**Jan**
	Mar
	Summative
	June

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2: By Spring of 2021, the number of students who score at the Approaches Level on the Science STAAR Assessment will increase from 81% to 85%. and 49% to a 55% at teh Meets Level.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.	**Formative**
	Nov
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration,	**Jan**
	Mar

District Science Strategist		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

Strategy 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

g. Summit K12

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR		**Formative**
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC		**Nov**
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.	
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department	**Nov**
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR	**Nov**
	Jan
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist	**Mar**
	Summative
Improved performance for all populations on CBAs, be	**June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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. Science Equipment: microscopes, prepared slides, dissecting kits (frogs, owl pellets, worms), measuring tapes (meter) gloves (thermal), tweezers, tongs, propane torch, alcohol thermometers, safety equipment, emergency eye wash bottles, first aid kit, fire blanket, small extinguisher, microslides, pipettes, graduated cylinders, aprons,

e. Dynanotes *Study Guides

f. science fair incentive field trip

g . science fair trophies, ribbons and certificates.

h. Science experiment specimens (i.e. plate tectonics, squids).

i. laboratory safety equipment and materials.

j. consumables, consumable materials used in scientific investigations involving: Chemistry, Physics, Earth Science, Life Science, and Space Science
Use Apex, K12 Summit,chromebooks, classroom manipulatives and classroom libraries to enhance lessons.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR	**Formative**
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration,	**Nov** **Jan**

District Science Strategist	**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	
Comprehensive Support Strategy	

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

Performance Objective 3: By Spring 2021, the number of students who score at the Approaches Level on the Math STAAR Assessment will increase from
80% to 85% and the Meets Level will increase from a 51% to a 55%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Formative** **Nov** **Jan**

Strategy 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.
b. Summit K12

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: CIF, Math staff, teachers & admin	
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin.	**Summative**
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments	
*Curriculum Based Assessments	**Nov**
* District Benchmarks	
* STAAR	**Jan**
Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & administration	**Mar**
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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. use math/science manipulatives, k-12Summit, Apex chromebooks, classroom libraries nd Cardonex to enhance lessons.. Use plexiglass shields for teachers while they present information to allow for social distancing safety.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR.	**Nov**
Staff Responsible for Monitoring: Mathematics Teachers Administration	**Jan**
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None None	**June**
Comprehensive Support Strategy	

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

Performance Objective 4: By Spring of 2021, the number of students who score at the Approaches level on the Reading Staar Assessment will increase from 75% to 80%.
By Spring of 2021, the number of students who score at the Approaches level in Writing STAAR Assessment will increase from 64% to 75% and the number of students who score at the Meets level will increase from a 33% to a 40%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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
i. Apex
j. Abydos Writing Institute

		Formative
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR		
Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators		**Nov**
		Jan
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) $100,355 Title 1, Part A $111,748	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 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
e. Edpuzzle
f. Nearpod
g. Learning Farm
h. Summit K12

		Formative
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR		
Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators		**Nov**
		Jan
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 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
d. Learning Ally (SPED)

			Formative
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR			**Nov**
Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators			**Jan**
			Mar
Title I Schoolwide Elements: None	**Problem Statements:** None		
TEA Priorities: None	**Funding Sources:** None		**Summative**
ESF Levers: None			**June**
Comprehensive Support Strategy			

Strategy 4: Strategy 4: Staff Development
a. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students
b. Campus Book Studies

			Formative
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR			**Nov**
Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators			**Jan**
			Mar
Title I Schoolwide Elements: None	**Problem Statements:** None		
TEA Priorities: None	**Funding Sources:** None		**Summative**
ESF Levers: None			**June**
Comprehensive Support Strategy			

Strategy 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 , Action Jr. Scholastic

e. Incentives to encourage reading

f. Supplies for Reading CelebrationsUse Apex, K12 Summit,chromebooks and classroom libraries to enhance lessons.

g. Accelerated Reader

h. Headsets

i. Teachers Pay Teachers
J. Use Apex, K12 Summit , chromebooks, headphones, classroom libraries and Cardonex programs to enhance student activities and instruction. Plexiglass shields will also be used for teachers to maintain social dstancing safety while giving instruction.

			Formative
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR			**Nov**
Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators			**Jan**
			Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None		**Summative**
TEA Priorities: None	**Funding Sources:** None		**June**
ESF Levers: None			
Comprehensive Support Strategy			

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

Performance Objective 5: By 2021, 100% of the students will be provided developmental guidance and counseling in their graduation plan.

Evaluation Data Sources: Graduation plans in the recommended or distinguished achievement.

Summative Evaluation: None

Strategy 1: Increase educational opportunities through 9th grade orientation and SLC registration.		
Strategy's Expected Result/Impact: Students will be aware of different career paths for their futures.		**Formative**
Staff Responsible for Monitoring: Counselors		**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**
Strategy 2: Social Skills and cyber bullying interventions will be integrated within guidance lessons.		
Strategy's Expected Result/Impact: Students will develop skills to think critically and behave safely on the internet.		**Formative**
Staff Responsible for Monitoring: Counselors		**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Students will have attainable and workable goals.		**Nov**
Staff Responsible for Monitoring: Counselors		
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:**	**Mar**
ESF Levers: None	State Comp Ed (SCE) $131,857 Title 1, Part A $157,472	**Summative**
Comprehensive Support Strategy		**June**

Strategy 4: 4) Motivate and promote student success through end of
the year awards assembly/six weeks honor and superior honor roll celebrations.

		Formative
Strategy's Expected Result/Impact: Students will be motivated and have an academic goal to reach.		**Nov**
Staff Responsible for Monitoring: Counselors		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

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

Performance Objective 6: EL

	Formative
Strategy 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 b. Rosetta Stone 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	
Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects	**Formative** **Nov**
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	**Jan** **Mar** **Summative** **June**
Title I Schoolwide Elements: None **Problem Statements:** None	

TEA Priorities: None **ESF Levers:** None	**Funding Sources:** None

Strategy 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. Kurzweil
h. ESL Reading Smart
i. Scholastic
j. Moodle
k. Stemscope Science
l. Pearson Realize
m. Nearpod
n. Edpuzzle

		Formative
Strategy's Expected Result/Impact: None		
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:** None	Mar
ESF Levers: None		Summative
		June

Strategy 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 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

	Formative
Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects	Nov
Staff Responsible for Monitoring: Principal, CIF,	Jan

Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	**Mar**
	Summative
	June

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Strategy 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

	Formative
Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects	**Nov**
	Jan
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	**Mar**
	Summative
	June

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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

	Formative
Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects	**Nov**
	Jan
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	**Mar**
	Summative
	June

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
Comprehensive Support Strategy	

Strategy 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.

Use APEX, K12-Summit, chromebooks, headphones, calculators, and classroom manipulatives along with classroom libraries to enhance classroom instruction. Plexiglass shields will be used to allow for social distancing safety while giving instruction.

	Formative
Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects	**Nov**
	Jan
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Directo	**Mar**
	Summative
	June

Title I Schoolwide Elements: 2.4, 2.5, 2.6   **Problem Statements:** None

TEA Priorities: None   **Funding Sources:** None

ESF Levers: None

Comprehensive Support Strategy

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

Performance Objective 7: (SPED/504/Dyslexia) By Spring 2021, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 33% to 40%, Math STAAR from 52% to 55%, Science STAAR from 48% to 55%, and Social Studies STAAR from 33% to 40%.

Strategy 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.	
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects	**Formative** **Nov**
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration	**Jan**

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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, Summit K12

Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects		**Formative**
		Nov
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects	**Nov**
	Jan
Staff Responsible for Monitoring: Special Education Teacher, Support Staff, General Education Teachers, Administration	**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 — **Problem Statements:** None	
TEA Priorities: None — **Funding Sources:** State Comp Ed (SCE) $24,936	**Summative**
ESF Levers: None — Title 1, Part A $70,155	**June**
Comprehensive Support Strategy	

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state-mandated grade level subjects	**Nov**
	Jan
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, General Education Teachers, Administration	**Mar**
Title I Schoolwide Elements: None — **Problem Statements:** None	
TEA Priorities: None — **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 5: 5. Materials

		Formative
Strategy's Expected Result/Impact: None		**Nov**
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects		**Nov**
Staff Responsible for Monitoring: Special Education Teacher and Administration		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 7: 5) Strategy 5: Materials -
a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, headsets, 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.

		Formative
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects		**Nov**
		Jan
Staff Responsible for Monitoring: Special Education Teacher and Administration		**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects		**Nov**
Staff Responsible for Monitoring: Special Education Teacher and Administration		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	
		Summative
ESF Levers: None		**June**

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

Performance Objective 8: By Spring 2021 the percentage of Advanced Academic students who score at the Master's Level on the Algebra One EOC will remain at 100% Approaches, Meets, and Masters .

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Formative**
	Nov
	Jan
Staff Responsible for Monitoring: CIFs, Advanced Academic Strategist, teachers	**Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE)	**June**
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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

		Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR		**Nov** **Jan**
Staff Responsible for Monitoring: CIFs, CTC, advanced academic teachers		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Nov** **Jan**
Staff Responsible for Monitoring: CIFs, CTC, advanced academic teachers	**Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE)	**June**
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 4:

4) Staff Development-enhance content knowledge and
effectively implement research-based instructional strategies.

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Nov** **Jan**
Staff Responsible for Monitoring: CIFs, Strategists, advanced academic teachers	**Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** Title 1, Part A	**June**
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR	**Nov** **Jan**
Staff Responsible for Monitoring: CIF, Advanced academic teachers	**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE)	**June**
ESF Levers: None Title 1, Part A	
Comprehensive Support Strategy	

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

Performance Objective 9: By Spring 2021, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: Migrant Middle School Survey

Summative Evaluation: None

Strategy 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.			
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		**Formative**	
		Nov	
Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian		**Jan**	
		Mar	
		Summative	
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**	
TEA Priorities: None	**Funding Sources:** None		
ESF Levers: None			
Comprehensive Support Strategy			

Strategy 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.		**Formative**
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all student in all core subjects.		**Nov**
Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian		**Jan** **Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.	**Nov**
Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian	**Jan**
	Mar
	Summative
	June

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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

Performance Objective 10: By Spring 2021, the percentage of students in the Fine Arts Department will increase student participation in the arts to 70% of total student enrollment.

Evaluation Data Sources: 2018-2019 WISD Fine Arts Census Report

Summative Evaluation: None

Strategy 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.

		Formative
Strategy's Expected Result/Impact: None		
Staff Responsible for Monitoring: Fine Arts Department		**Nov**
		Jan
Campus Adminstration		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	None	**June**
Comprehensive Support Strategy		

Strategy 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

		Formative
Strategy's Expected Result/Impact: None		**Nov**
Staff Responsible for Monitoring: Fine Arts Teachers		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 3: Strategy 3: Interventions

a) Consumables, general supplies technology devices

		Formative
Strategy's Expected Result/Impact: Improve performance for all populations on assessments, CBAs, benchmarks and STAAR		**Nov**
Staff Responsible for Monitoring: Fine Arts Teachers		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Equip teacher with more intense knowledge to create more thought stimulating lessons.		
Staff Responsible for Monitoring: Fine Art Teacher		**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 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.
Art participation in:
2019 Dia De Los Muertos Exhibit
K-12 City of Weslaco Centennial Celebration Art Contest
WISD Faculty Art Show
WISD Central office exhibit
Annual Fine Arts Festival.
Supplies Needed - Assorted pens, paints and brushes
Black mat boards for exhibits
Easel stands for displaying art work.

Theatre Arts - Weslaco 100 celebration
UIL competitions
WISD Fine Arts Fiesta
Supplies - scripts, playbooks, royalty fees, props, costumes for performances
projector and printer for classroom instruction

General Music/Guitar -
Yearly Weslaco Christmas Parade
Performances at the Adult Daycare
To Meet Class expectations/requirements
Students need guitars to perform
effectively and successfully in class
Guitar stands and guitar cases to properly care for the instruments

BAND - access to portable white boards (for visual learners when the band class splits to separate rooms)
-65n tuners with clip on pick (most students cannot afford these on their own and they are a necessity for a large ensemble and individual
sense of pitch and tuning.

-visual aids (music-related ie, anchor charts) for increased access to information quickly. Students can feel like it's their space)

Choir - pitch pipe for outside performances (pep-rallies)
portable white boards for students to decorate the classroom (build rapport)
permanent colored markers, tape paints, paint brushes, poster boards, glues, scissors, music/choir visual aids.

		Formative
Strategy's Expected Result/Impact: None		
Staff Responsible for Monitoring: Fine Art Teacher		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:**	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June

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

Performance Objective 11: By Spring 2021, 90% of students will increase their interest in literacy.

Evaluation Data Sources: SRI report

Summative Evaluation: None

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.	
Staff Responsible for Monitoring: Librarian	**Nov**
District Librarian	**Jan**
Library Staff	**Mar**
	Summative
Campus Administration	**June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 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 thru region one databases and library resources
community using web & paper resources

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.			**Formative**
			Nov
Staff Responsible for Monitoring: Librarian District Librarian Staff Administration			**Jan**
			Mar
			Summative
Title I Schoolwide Elements: None	**Problem Statements:** None		**June**
TEA Priorities: None	**Funding Sources:** None		
ESF Levers: None			
Comprehensive Support Strategy			

Strategy 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.

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		**Formative**
Staff Responsible for Monitoring: Librarian District Librarian Staff Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		**Nov**
Staff Responsible for Monitoring: Principal District Librarian Librarian		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) $38,029 Title 1, Part A $40,937	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.	
Staff Responsible for Monitoring: Principal District Librarian Librarian	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**
Comprehensive Support Strategy	

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

Performance Objective 12: PE

Strategy 1:) Strategy 1: Curriculum -
A. Physical fitness activities
-Fitness gram activities
-Walk/Jog
-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

	Formative
Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments.	
	Nov
Staff Responsible for Monitoring: PE Coaches Administration	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 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

			Formative
Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments.			**Nov**
Staff Responsible for Monitoring: PE Coaches Administration			**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None		**Mar**
TEA Priorities: None	**Funding Sources:** None		**Summative**
ESF Levers: None			**June**

Strategy 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

Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments.	**Formative**
Staff Responsible for Monitoring: PE Coaches Administration	**Nov**
	Jan
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

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

Performance Objective 13: By Spring 2021, 100% of the students will achieve mastery in Technology Applications.

Evaluation Data Sources: Student Performance

Summative Evaluation: None

Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Code.org, Common Lit, IStation, AR, EdPuzzle, Learning Ally, wireless mice, 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.		
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks.		**Formative**
Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating District writing Initiative c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills		
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks		**Formative**
Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher		**Nov**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) $114,681	**Summative**
ESF Levers: None		
Comprehensive Support Strategy		**June**

Strategy 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.		
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks		**Formative**
Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach		**Nov**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		
Comprehensive Support Strategy		**June**

Strategy 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

		Formative
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks		**Nov**
Staff Responsible for Monitoring: Technology Applications Teacher classroom teacher librarian library assistants		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) $12,370 Title 1, Part A $7,504	
ESF Levers: None		
Comprehensive Support Strategy		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 14: By Spring 2021, 100% of 8th grade students will be enrolled in CATE courses.

Evaluation Data Sources: PBMAS Report, District & Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Summative Evaluation: None

	Formative
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, MicroType6, 1CEV online, Microsoft Word, Excel 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.	

		Formative
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks		**Nov**
Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 2: Strategy 2: Interventions

a) Implement Word Wall
b) Teachers will promote the 7 Habits Leader In Me
initiative to increase students goal planning, focus, and leadership skills

Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks	**Formative**
Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: None	**Summative**
ESF Levers: None **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**June**
Comprehensive Support Strategy	

Strategy 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

Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks	**Formative**
Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Instructional Coach	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None	**June**
ESF Levers: None **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
Comprehensive Support Strategy	

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks		**Nov**
Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Library assistants		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**June**
ESF Levers: None		
Comprehensive Support Strategy		

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

Performance Objective 15: By Spring 2021, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: Migrant middle school survey

Summative Evaluation: None

		Formative
Strategy 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		

		Formative
Strategy's Expected Result/Impact: None		Nov
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:** None	Mar
ESF Levers: None		Summative
		June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ 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.

Strategy 1: All teachers will complete the requirements to become a Common Sense Media Certified School.	
Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.	**Formative**
	Nov
Staff Responsible for Monitoring: All Teachers Librarian CTC Administration	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: 2) Students will receive instruction on digital citizenship.	
Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.	**Formative**
	Nov
Staff Responsible for Monitoring: All Teachers Librarian CTC Administration	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

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.

Strategy 1: All staff members will receive training on how to properly address a crisis.		
Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.		**Formative**
		Nov
Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: All staff members will practice monthly fire drills with and without blocked passage ways.		
Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes.		**Formative**
		Nov
Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** Title 1, Part A State Comp Ed (SCE)	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 3: All staff members will practice monthly lock-down drills.

	Formative
Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively practice a lock-down drill in case a serious incident occurs.	**Nov**
	Jan
Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards	**Mar**
	Summative
Title I Schoolwide Elements: None / **Problem Statements:** None	**June**
TEA Priorities: None / **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 4: All staff members will receive training and practice a
shelter in place drill, a severe weather drill and a reverse evacuation drill.

	Formative
Strategy's Expected Result/Impact: 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.	**Nov**
	Jan
Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards	**Mar**
	Summative
Title I Schoolwide Elements: None / **Problem Statements:** None	**June**
TEA Priorities: None / **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None	
Comprehensive Support Strategy	

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

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

<table>
<tr>
<td colspan="2">Strategy 1: All teachers will be assigned
morning duty to monitor students and ensure their safety and paraprofessionals will be assigned afternoon duty.</td>
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<tr>
<td colspan="2">Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being.</td>
<td>Formative</td>
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<tr>
<td colspan="2">Staff Responsible for Monitoring: All teachers
All paraprofessionals
Administration</td>
<td>Nov

Jan

Mar</td>
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<td>Title I Schoolwide Elements: None</td>
<td>Problem Statements: None</td>
<td rowspan="2">Summative

June</td>
</tr>
<tr>
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<td rowspan="2">Funding Sources:
Title 1, Part A
State Comp Ed (SCE)</td>
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<td>ESF Levers: None</td>
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<tr>
<td colspan="2">Comprehensive Support Strategy</td>
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<tr>
<td colspan="2">Strategy 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.</td>
<td></td>
</tr>
<tr>
<td colspan="2">Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being.</td>
<td>Formative</td>
</tr>
<tr>
<td colspan="2">Staff Responsible for Monitoring: Receptionist
Attendance Clerk
Office Staff Members
Administration
Security Guards</td>
<td>Nov

Jan

Mar</td>
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June</td>
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Title 1, Part A
State Comp Ed (SCE)</td>
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<td>ESF Levers: None</td>
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<tr>
<td colspan="2">Comprehensive Support Strategy</td>
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</table>

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Monitoring and securing all students, staff members to ensure everyone's safety.	**Nov**
Staff Responsible for Monitoring: Administration Security Guards All staff members All Teachers	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 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.

	Formative
Strategy's Expected Result/Impact: 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.	**Nov**
Staff Responsible for Monitoring: Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director	**Jan**
	Mar
	Summative
	June
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 5: Security Guards patrol hallways and monitor security cameras in an effort to secure B. Garza Middle School students, staff members
and premises.

	Formative
Strategy's Expected Result/Impact: 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.	**Nov**
	Jan
Staff Responsible for Monitoring: Administration Security Guards Safety and Security Director	**Mar**
	Summative
	June
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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.

Strategy 1: B. Garza will direct a portion of the budget to maintain, and replace chromebooks, copiers,carts, and other technological equipment such as, but not limited to printers, scanners, printing supplies, and smart tablets.	
Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects	**Formative**
	Nov
Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 2: Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.	
Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects	**Formative**
	Nov
Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None	
Comprehensive Support Strategy	

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

Strategy 1: Provide regular staff development to all teachers on embedding technology effectively in the curiculum.		
Strategy's Expected Result/Impact: Engaged students in the classroom at an accomplished level.		**Formative**
Staff Responsible for Monitoring: Teachers Administration Instructional Coach Libarian		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**June**
ESF Levers: None		
Comprehensive Support Strategy		
Strategy 2: Meet once a week by departments (PLC)to plan, share, and discuss technology -rich lessons.		
Strategy's Expected Result/Impact: All teachers will effectively use technology in the classroom.		**Formative**
		Nov
Staff Responsible for Monitoring: Teachers Administration Instructional Coach Libarian		**Jan** **Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

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

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.

Strategy 1: All students will be engaged in blended learning opportunities via Google Classroom.		Formative
Strategy's Expected Result/Impact: Students will show at least 5% growth in STAAR reading, writing and English I EOC.		Nov
		Jan
Staff Responsible for Monitoring: All classroom teachers Administration Librarian		Mar
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	June
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: All students will be engaged in Common Sense
Media lessons to learn safe and secure on-line procedures.

	Formative
Strategy's Expected Result/Impact: Students will show at least 5% growth in STAAR reading, writing and English I EOC.	**Nov**
Staff Responsible for Monitoring: All classroom teachers Administration Librarian	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None	
Comprehensive Support Strategy	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 5%

Evaluation Data Sources: Six Weeks Reports, Sign-ins, and evaluations

Summative Evaluation: None

Strategy 1: Parent and student surveys. contact logs including tracking parent participation through logging volunteer hours		
Strategy's Expected Result/Impact: Increase parent and family engagement.		**Formative**
Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students, and Administration, parent specialist		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 3.1	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: Campus events and educational monthly meetings -STAAR, Mental Health, Literacy and Reading Strategies, technology, Leader In Me, 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.

	Formative
Strategy's Expected Result/Impact: Parents are engaged and participate with campus events/activities, thus student achievement increases. Students are more motivated to learn thus will be more successful in school	**Nov**
*PASSOS	**Jan**
*ESL	**Mar**
*Leader in Me	**Summative**
*Yearly Health Fair	**June**
Staff Responsible for Monitoring: Student, Teacher, parent, Administrator, Campus Technology Coordinato Parent Specialistr	

Title I Schoolwide Elements: 3.1	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	State Comp Ed (SCE) Title 1, Part A
Comprehensive Support Strategy	

Strategy 3: Involving community and businesses as guest speakers
for Red Ribbon Week, Career Day, and Just Say No Week, and Bully prevention presentations

		Formative
Strategy's Expected Result/Impact: Parents and students are aware of the negative effects caused by using drugs, alcohol, tobacco, opioids, vaping, and that bullying is not tolerated. Parents and students are familiarized with various career choices upon graduation. Having guest speakers may increase B. Garza's attendance.		**Nov**
		Jan
Staff Responsible for Monitoring: Social Worker, Teachers, Administrators Parent Specialist		**Mar**
		Summative
		June
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** Title 1, Part A State Comp Ed (SCE)	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 4: Community will partnership with B. Garza M.S. to provide:
Uniforms "In His Name"
Shoes "In His Name"
School Supplies
Backpacks
Blankets
other items of clothing
Students and parents will participate in:
Meet the Teacher Night
Red Ribbon Week/Just Say No Week
Leader In Me Assembly
Open House Tech Night
Career Fair and
Meet the Middle School Event.

	Formative
Strategy's Expected Result/Impact: Increased collaboration between parents, students, and community members.	**Nov**
	Jan
Staff Responsible for Monitoring: Social worker, teachers, administrators, students, and parents	**Mar**
	Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		
Comprehensive Support Strategy		

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

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

Strategy 1: 1. Parent and student surveys, contact logs including tracking parent participation through logging volunteer hours.		
Strategy's Expected Result/Impact: Increase parental involvement		**Formative**
Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students and Administration		**Nov**
		Jan
Title I Schoolwide Elements: 3.1	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

Strategy 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.		
Strategy's Expected Result/Impact: 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.		**Formative**
		Nov
Staff Responsible for Monitoring: Student, Teacher, Parent, Administrator, Campus Technology Coordinator		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) Title 1, Part A	
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 2021, 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 Sources: STARR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 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	
Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.	**Formative**
Staff Responsible for Monitoring: -District Personnel -Administration -CTC -Staff	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** State Comp Ed (SCE) **ESF Levers:** None Title 1, Part A **Comprehensive Support Strategy**	**June**

Strategy 2: All staff will continue to attend Leader in Me staff developments presented by Campus Lighthouse Team.

	Formative
Strategy's Expected Result/Impact: Implementation of Leader in Me concepts and 7 Habits curriculum.	
Staff Responsible for Monitoring: All staff Leader In Me Consultants Campus Lighthouse Team	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**
Comprehensive Support Strategy	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ 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 2021, 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 Sources: STARR data, surveys, and department, team leaders, and administration recommendations

Summative Evaluation: None

Strategy 1: Provide resources and implement services and programs with the aim of upgrading our entire educational program		
Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments		**Formative**
		Nov
Staff Responsible for Monitoring: -Aministration		**Jan**
-CTC		
-Department Heads		**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	**June**
ESF Levers: None	State Comp Ed (SCE)	
	Title 1, Part A	
Comprehensive Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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
164.11.6129.80.044.8.30	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
164.11.6142.27.044.8.30	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
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
164.32.6142.00.044.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.044.8.30	6143 Workers' Compensation	$53.00

Account Code	Account Title	Budget
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		
164.13.6219.57.044.8.30	6219 Professional Services	$405.00
164.11.6299.57.044.8.30	6299 Miscellaneous Contracted Services	$1,205.00
164.23.6299.57.044.8.30	6299 Miscellaneous Contracted Services	$135.00

Account Code	Account Title	Budget
	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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10.

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.

5.

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
2	3	2			$0.00
2	3	3			$0.00

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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	$488,303.00
				+/- Difference	$66,075.00
				Grand Total	$422,228.00

Addendums