Weslaco Independent School District

Cuellar Middle School

Improvement Plan

2020-2021

Mission Statement

Dr. Armando Cuellar Middle school strives to have our students become productive global citizens by:

---facilitating in our students the intrinsic value of learning,

---instilling a sense of self worth, and

---building champions who will succeed in a technologically developing world.

Vision

Dr. Armando Cuellar Middle School has a 21st Century Technology Vision:

-To utlize technology as a tool to create 21st Century learners, access resources, synthesize, and communicate with others

-To acquire technology skills by providing learning programs for our students, faculty, and staff

-To provide access to real-time students' testing data to faculty, and ulilize data to differentiate instruction

-To provide students and parents with real-time access to their teachers and curriculum.

-To continue training staff with district's initiatives such as: higher-order thinking skills, engage students, provide authentic real-world relevance, and use technology when appropriate (HEAT).

-To provide an online presence to enable students to engage with instruction anytime/anywhere.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Armando Cuellar Middle School (CMS) is located in Weslaco, TX. The community is located at the southern tip of Texas in the Rio Grande Valley and is near the Rio Grande River, across the border from the Mexican city of Nuevo Progreso, Tamaulipas, and is about 59 miles west of South Padre Island and the Gulf of Mexico.   As the Rio Grande Valley fosters a more regional perspective, Weslaco is well positioned to accommodate the needs of logistics, manufacturing and higher education because of its central location to a growing regional population of over 1.4 million. Weslaco is a desirable place for young families, retirees and those families in between. Dr. Armando Cuellar Middle School's enrollment on the first day of the 2020-2021 school year was 757 students. We anticipate a 2% increase throughout the 2020-2021 school year. The breakdown by grade level is as follows: 6th-251, 7th-260, and 8th-246. This equates to a 99% Hispanic population. Eighty-eight percent of the students are from a low socio-economic status.

Dr. Armando Cuellar Middle School serves the following populations: 18% EL, 55% at-risk, 85% economically disadvantaged, 5% Gifted Talent, 10% Special Education, 5% Migrant, and 9% Vocational. Dr. Armando Cuellar Middle School (CMS) has several highly successful programs targeted to assist at-risk and special needs students.

For 2020-2021, Dr. Armando Cuellar MS has 53 teachers. We have one new teacher hired to the district for our campus. According to the Texas Academic Performance Report (TAPR), 86% of the teachers are Hispanic. Forty percent of the teachers have less than 10 years experience and the average years of experience for the campus is 15 years. The average number of students per teacher is 24.

Dr. Armando Cuellar Middle School is predominantly Hispanic, as noted in the demographic summary. With a student population of 757 students, two major focus points of our staff are student safety and student participation in school activities. Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically. We have 150 student athletes on our campus, which means 20% of our student body participates in at least one UIL sport. In addition to athletics, we have Fine Arts, UIL Academics and additional clubs in which students may participate. Our campus works with community members to provide opportunities to bring the community and our students together.

Demographics Strengths

- STAAR scores increased in all tested areas and within all student groups. Dr. Armando Cuellar Middle School earned five Distinctions.
- The Extended Day Program served 197 students during the 2018-2019 school year and 74% of students passed their STAAR exams. Extended Day 2019-2020 served about 120 students to help them pass the classes.
- The attendance rate held steady at 96.5%
  Community involvement included Senior Citizen Community Outreach, Veteran's Day, monthly parental meetings, Meet the Middle School Night,

Accelerated Academic Meetings, Early College Recruitment Meetings, "Standing in my Greatness" leadership conference, and participated in the community Christmas Parade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students. **Root Cause:** Special Educaion students are functioning below grade level, and STAAR test is assessed on grade level.

Problem Statement 2 (Prioritized): ELs across all grade levels are not passing STAAR at the same rate as non-ELL students. **Root Cause:** ELs lack academic fluency and comprehension in English but are tested in their non-native language.

Problem Statement 3 (Prioritized): The campus did not meet Domain III. **Root Cause:** Not enough students meeting growth expectations.

Problem Statement 4: An unknown yet significant number of our student population is experiencing learning and opportunity gaps. **Root Cause:** Students have unequal access to resources including technology and familial support during COVID-19 and remote learning.

Student Learning

Student Learning Summary

Dr. Cuellar Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction. The following summary describes the student achievement with regards to the 2018 STAAR Performance Report from the 2018 Accountability and the Domains.

Student Academic Achievement Summary

Dr. Armando Cuellar 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)*

Campus Overall Rating Calulation

Dr. Cuellar Middle School - Campus Overall Rating Calculation					
Domain	Scaled Score	Better of School Prgoress Part A or Part B	Better of student Achievement or School Progress	Weight	Weighted Points
Student Achievement	43=75 (Scaled Score)				
School Progress, Part A	67=72 (Scaled Score)				
School Progress, Part B	43 w/ 85% Eco Dis = 85	85	85	70%	59.5

Dr. Cuellar Middle School - Campus Overall Rating Calculation				
Closing the Gaps	39 = 73 (Scaled Score)		30%	21.9
Overall Score				81
2018 Campus Overall Rating				Met Standard - B

Campus STAAR Componenet Score

Dr. Cuellar Middle School - STAAR Component Score							
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	686	692	225	221	221	2045	
Approaches Grade Level or Above	470	549	153	145	153	1470	72%
Meets Grade Level or Above	224	336	85	79	90	814	40%
Masters Grade Level	82	175	18	43	43	361	18%
Total Percentage Points							130
Student Achievement Domain STAAR Component Score (Total Percentage Points Divided by 3)							43

Student Learning Strengths

Student Academic Achievement Strengths

- Dr. Armando Cuellar Middle School received the Texas Education Agency's rating of Met Standard B for the 2017-2018 school year. CMS has numerous strength within this rating by meeting standards in four standards- student achievement, student progress, closing performance gaps and postsecondary readiness.
- Dr. Armando Cuellar Middle School earned 3 Distinction Designations in the following areas: Academic Achievement in Mathematics, Academic Achievement in Social Studies, and Postsecondary Readiness.
- Distinction Designation in Academic Achievement in Mathematics- campus was in the top 25 percent of the comparison group.
- Distinction Designation in Academic Achievement in Social Studies- campus was in the top 25 percent of the comparison group.
- Postsecondary Readiness was ranked in the top 25 percent of the comparison group.

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

School Processes & Programs

School Processes & Programs Summary

Students at Dr. Armando Cuellar Middle School, a Leader In Me campus, excel in Fine Arts courses that include band, orchestra, choir, art, dance, and mariachi. Dr. Armando Cuellar 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 ACMS. 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.

Dr. Armando Cuellar 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 Algenra 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. ACMS 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 Dr. Armando Cuellar Middle School. In accordance with the district's "Read, Dream, Achieve" initiative, our campus has implemented a Drop Everything and Read (DEAR) program, as well as 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.

Dr. Armando Cuellar 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 is working on meeting the ratio of a chromebook per student. Technology at Dr. Armando Cuellar includes teacher-issued laptops, desktops for classrooms, in most classrooms, chromebooks, iPads, tablet computers for staff and student

use. One computer technologist from our staff, who serves both staff and the students, provides technology-to-support ratio.

School Processes & Programs Strengths

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

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

    - Common STAAR reviews exist in all core areas.

    - Vertical alignment is present in core subjects.

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

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

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

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

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

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

    - A wide array of technology is available.

    - Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Dr. Armando Cuellar 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. Dr. Armando Cuellar 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: #TheCuellarWay. 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 Dr. Armando Cuellar MS 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.

Dr. Armando Cuellar 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, ACMS 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

Dr. Armando Cuellar Middle School celebrates these strengths:

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

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

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

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

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

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

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

- First middle school to offer Leader In Me elective class to 6th grade students.

- "Happy Friday" initiatives: promote attendance and campus culture by providing music and opportunities to showcase school spirit on social media.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: The problem is 60% of all students are not obtaining the Meets Level in all core subject areas.

Root Cause 1: 60% of students lack grade level comprehension and academic vocabulary.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 15% of our Special Education, 16% of EL (current), and 30% of EL(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 40% non-Special Education and non EL.

Root Cause 2: 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 2 Areas: Student Learning

Problem Statement 3: Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students.

Root Cause 3: Special Educaion students are functioning below grade level, and STAAR test is assessed on grade level.

Problem Statement 3 Areas: Demographics

Problem Statement 4: ELs across all grade levels are not passing STAAR at the same rate as non-ELL students.

Root Cause 4: ELs lack academic fluency and comprehension in English but are tested in their non-native language.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Administration and teachers have identified a need for training to increase rigor in the classroom.

Root Cause 5: Teacher results on assessments indicate that students are not performing at the Master Level.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher and parent surveys showed a need to increase parent involvement across various school events and activities

Root Cause 6: Campus has not established an effective system to communicate with parents.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The campus did not meet Domain III.

Root Cause 7: Not enough students meeting growth expectations.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- Accountability Distinction Designations
- 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 EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- 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
- Special education/non-special education population including discipline, 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
- Section 504 data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By the end of the 2020-2021 school year, the percentage of EL students who score at the Meets Level on Reading STAAR will increase to 30%, the percentage of students scoring at the Meets Level on Writing STAAR will increase to 35%, the percentage of Special Education students who score at the Meets Level on Reading STAAR will increase to 20%, and the percentage of all students who score at the Meets Level on Reading STAAR will increase to 45%.

Evaluation Data Sources: STAAR data, Surveys, Department and Team Leaders, Color Bands, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative asseessments.

Summative Evaluation: None

Strategy 1: To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, peer groups, and technology based programs such as iStation, Read 180, Kurzweil 3000, APEX, Rosetta Stone, StudySync, Qannections, and Extended Day.

	Formative
Strategy's Expected Result/Impact: All students will show at least 11% growth on the ELA/Reading STAAR.	**Nov**
Staff Responsible for Monitoring: All Teachers	**Jan**
Administration	**Mar**
Para-professional staff	**Summative**
Instructional Technology Coach (ITC)	**June**
Librarian	
Language Arts Strategist	
Gear Up Counselor	

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	State Comp Ed (SCE) $221,454 Title 1, Part A $312,077 State Comp Ed (SCE) $11,365
Comprehensive Support Strategy	State Comp Ed (SCE)
Additional Targeted Support Strategy	Title 1, Part A Title 1, Part A

Strategy 2: To give ample opportunity to extend interaction with peers of varying English proficiency levels.	
Strategy's Expected Result/Impact: All students will show at least 11% growth on the ELA/Reading STAAR.	**Formative**
Staff Responsible for Monitoring: All Teachers	**Nov**
	Jan
Administration	**Mar**
Para-professional staff	**Summative**
Instructional Technology Coach (ITC)	**June**
Librarian	
Language Arts Strategist	

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	State Comp Ed (SCE)
	Title 1, Part A
Comprehensive Support Strategy	Title 1, Part A
Additional Targeted Support Strategy	Title 1, Part A
	Title 1, Part A
	Title 1, Part A

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

Performance Objective 2: By the end of the 2020-2021 school year, the percentage of students who score at the Meets Level on Math STAAR will increase to 60% and the percentage of Special Education students who score at the Meets Level on the Math STAAR will increase to 25%.

Evaluation Data Sources: STAAR Data, Math Department, Team Leaders, Colorbands, Administration Recommendations, Student Growth Tracker, Imagine Math Data, Student Score boards, formative and summative assessments

Summative Evaluation: None

Strategy 1: Increase the use of personalized learning and differentiation which allows students utilize their critical thinking and problem solving skills through the use of the following resources:
-TEKS Resource Performance System
-Thinking Maps
-Brain POP
-Online Textbook
-ALEKS
-Online Instructional videos
-Imagine Math
-Extended Day Program

	Formative
Strategy's Expected Result/Impact: Students will have the opportunity to use technology/digital media at school/home to improve math skills.	**Nov**
	Jan
Students will show growth on STAAR results.	**Mar**
Staff Responsible for Monitoring: Teachers	**Summative**
Campus Instructional Coach	**June**
Administrators	
District Math Strategist	

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	State Comp Ed (SCE) $10,000
Comprehensive Support Strategy	Title 1, Part A $2,617
	General Fund $0
Additional Targeted Support Strategy	State Bilingual/ESL $0
	State Special Education $0
	State Gifted and Talented (G/T) $0

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

Performance Objective 3: By the end of the 2020-2021 school year, the percentage of students who score at the Masters Level on the Social Studies STAAR will increase to 25%.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, color bands, and administration recommendations.

Summative Evaluation: None

Strategy 1: 1. Use of Exploros to reinforce or introduce key content. 2. The use of Sirius STAAR Prep consumables and manual.		
Strategy's Expected Result/Impact: All students will show growth on Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.		**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, ITC		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE) $0	**Summative** **June**
ESF Levers: None	Title 1, Part A $0 General Fund $0	
Comprehensive Support Strategy	State Bilingual/ESL $0 State Special Education $0	
Additional Targeted Support Strategy	State Gifted and Talented (G/T) $0	

Strategy 2: Students will work 1:1 on chromebooks using E-Docs as reference tools and create thinking maps.		
Strategy's Expected Result/Impact: Students will show growth in scores in mini assessments, CBA's, and Benchmarks through the use of these tools.		**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, ITC		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0	**Summative** **June**
ESF Levers: None	State Special Education $0 State Comp Ed (SCE) $0	
Comprehensive Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

Strategy 3: Disaggregate data through Eduphoria Aware

Strategy's Expected Result/Impact: Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.	**Formative**
	Nov
Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, ITC	**Jan**
	Mar
Title I Schoolwide Elements: 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None State Comp Ed (SCE) $0	**June**
	Title 1, Part A $0
Comprehensive Support Strategy General Fund $0	
	State Bilingual/ESL $0
	State Gifted and Talented (G/T) $0
	State Special Education $0

Strategy 4: Use Kahoot, Quizizz & Quizlet to help reinforce key vocabulary and content

Strategy's Expected Result/Impact: Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.	**Formative**
	Nov
Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, ITC	**Jan**
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None State Gifted and Talented (G/T) $0	**June**
	State Special Education $0
Comprehensive Support Strategy State Comp Ed (SCE) $0	
	State Bilingual/ESL $0
	Title 1, Part A $0
	General Fund $0

Strategy 5: Students will use screencasting and Nearpod to listen to presentations at their own pace and use as a reference tool. Students will use Flipgrid to increase their fluency.

	Formative
Strategy's Expected Result/Impact: All students will show growth on Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.	**Nov**
	Jan
Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, ITC	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 — **Problem Statements:** None	**Mar**
TEA Priorities: None	**Summative**
ESF Levers: None — **Funding Sources:** State Comp Ed (SCE) $0	**June**
Comprehensive Support Strategy — Title 1, Part A $0, General Fund $0	
Additional Targeted Support Strategy — State Bilingual/ESL $0, State Special Education $0, State Gifted and Talented (G/T) $0	

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

Performance Objective 4: By the end of the 2020-2021 school year, the percentage of students who score at the Masters Level on the Science STAAR will increase to 26%

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, color bands, and administration recommendations.

Summative Evaluation: None

	Formative
Strategy 1: Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students.	
Strategy's Expected Result/Impact: Science teachers will be better prepared to differentiate instruction to meet the needs of all learners.	**Nov**
Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers, and ITC, Color Bands	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** State Gifted and Talented (G/T) $0	
ESF Levers: None State Special Education $0 State Comp Ed (SCE) $0	
Comprehensive Support Strategy State Bilingual/ESL $0	
Additional Targeted Support Strategy Title 1, Part A $0 General Fund $0	

Strategy 2: The teachers will utilize innovative and technological programs such as EDUsmart, STEMSCOPES,ED Puzzle, Quizlet, Quizzes, Nearpod, Flipgrid, Qannections, Kessler Science, and Kahoot, to promote student success due to their research based methods such as the 5E model, real world examples, interactive opportunities, cross curricular connections and the use of visuals.

	Formative
Strategy's Expected Result/Impact: Increased performance for all student populations on both formative and summative assessments including, but not limited to Mini assessments, District Benchmarks, STAAR projects, presentations and other teacher assessments.	**Nov**
	Jan
Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers, Color Bands, and ITC Gear Up Counselor	**Mar**
	Summative
	June

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0
ESF Levers: None	State Special Education $0 State Bilingual/ESL $0
Comprehensive Support Strategy	Title 1, Part A $0
Additional Targeted Support Strategy	State Comp Ed (SCE) $0 General Fund $0

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

Performance Objective 5:
To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure students prepare for the rigors of Benchmarks, CBAs, mini-assessments, STAAR and EOC.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.		
Strategy's Expected Result/Impact: All students will show growth on Benchmarks, CBA, Mini assessments, STAAR and EOC.		**Formative**
Staff Responsible for Monitoring: Teachers Librarian		**Nov**
		Jan
		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 Gifted and Talented (G/T) $0 State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.

	Formative
Strategy's Expected Result/Impact: All students will show growth on Benchmarks, CBA, Mini assessments, STAAR and EOC.	**Nov**
Staff Responsible for Monitoring: Teachers Librarian	**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0	**June**
Comprehensive Support Strategy State Comp Ed (SCE) $0 State Bilingual/ESL $0	
Additional Targeted Support Strategy Title 1, Part A $0 General Fund $0	

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

Performance Objective 6: By the end of the 2020-2021 school year, our campus' TELPAS Progress Rate will improve to 36%

Evaluation Data Sources: TELPAS Data, Surveys, and department, team leaders, and administration recommendations. Formative and Summative assessments, SummitK12,

Summative Evaluation: None

Strategy 1: Teachers will work closely with the inclusion teachers.	Formative
Using various Realia in the classroom.	
Teachers will use student growth trackers to monitor student progress.	
Individualized instruction via Imagine Math pathways	
Qannections	

	Formative
Strategy's Expected Result/Impact: Students will show growth on mini-assessments, CBA's , district benchmarks and STAAR results.	**Nov**
Staff Responsible for Monitoring: General Ed Teachers	**Jan**
Special Ed Teachers	**Mar**
Administrators	**Summative**
District Math Strategist	**June**
Gear Up Counselor	
ITC	

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

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

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 1: All ELAR teachers at Dr. Armando Cuellar Middle School will utilize multiple online resources such as Google Classroom, Zoom/Google Meets, iStation, Read 180, APEX, Commonlit, ReadWorks, Rosetta Stone, Quill, NoRedInk, NewsEla, Flipgrid, SummitK12, GradeCam, Springboard, Edpuzzle, NearPod, MackinVIA, and Reading Counts to increase literacy skills. To support the use of online resources, ELAR will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, and extension cords.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Students will be engaged in personalized learning opportunities via Google Classroom.		
Strategy's Expected Result/Impact: Students will show at least 11% growth at the Meets Level on the ELA/Reading STAAR.		**Formative**
Staff Responsible for Monitoring: All classroom teachers		**Nov**
		Jan
Administration		
		Mar
Librarian		
		Summative
ITC		
		June
Gear Up Counselor		
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	State Gifted and Talented (G/T) $0	
	State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0	
	Title 1, Part A $0	
	General Fund $0	

Strategy 2: Students will be engaged in Common Sense Media lessons to learn safe and secure procedures.	
Strategy's Expected Result/Impact: Dr. Armando Cuellar will be awarded the Common Sense Media's Digital Citizenship certification.	**Formative**
	Nov
Staff Responsible for Monitoring: All classroom teachers	**Jan**
Administration	**Mar**
Librarian	**Summative**
ITC	**June**
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	
ESF Levers: None State Gifted and Talented (G/T) $0	
State Special Education $0	
Comprehensive Support Strategy State Comp Ed (SCE) $0	
Additional Targeted Support Strategy State Bilingual/ESL $0	
Title 1, Part A $0	
General Fund $0	

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

Performance Objective 2: All math teachers will incorporate colored graphing calculators, GoMath, Imagine Math, ALEKS, Springboard, Khan Academy, IXL, smartboards, Flipgrid, NearPod, TedED, PadLet, Mathantics in the math curriculum as deemed fit throughout the year. To support the use of online resources, Math will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, and extension cords.

Evaluation Data Sources: STAAR data, math department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Provide regular staff development for teachers (e.g Tech Tuesday) on embedding technology effectively in the curriculum.		
Strategy's Expected Result/Impact: Tech-rich blended lessons presented to the staff will be implemented in the classroom to increase student engagement.		**Formative**
		Nov
Staff Responsible for Monitoring: Teachers		**Jan**
Administrators		**Mar**
ITC		**Summative**
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	State Gifted and Talented (G/T) $0	
	State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0	
	Title 1, Part A $0	
	General Fund $0	

Strategy 2: Meet weekly for department planning among peers to discuss and share differentiated lessons.		**Formative**
Strategy's Expected Result/Impact: All math teachers will effectively provide personalized learning opportunities for their students.		**Nov**
Staff Responsible for Monitoring: Math Teachers		**Jan**
Administrators		**Mar**
ITC		**Summative**
District Math Strategist		**June**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	State Gifted and Talented (G/T) $0	
	State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0	
	Title 1, Part A $0	
	General Fund $0	

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

Performance Objective 3:
The Social Studies department at Dr. Armando Cuellar Middle School will invest in and maintain a 1 to 1 ratio of chromebooks for students in order to promote digital learning and ensure that students have opportunities to receive enriched blended learning lessons.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

		Formative
Strategy 1: Dr. Armando Cuellar will direct a portion of the school budget for the purchase and replacement of chromebooks that are end-of-life and laptops, and a class set of head phones that are compatible to chromebooks.		
Strategy's Expected Result/Impact: Students will create products using Blended lessons, Flipped classrooms, student research projects,		Nov
Staff Responsible for Monitoring: Teachers, Administration, ITC, Social Studies Strategist		Jan
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	Mar
TEA Priorities: None	**Funding Sources:**	Summative
ESF Levers: None	State Gifted and Talented (G/T) $0 State Special Education $0	June
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

Strategy 2: Teachers will have multiple opportunities to receive staff development in areas specific to personalized learning, differentiated instruction and data analysis.

		Formative
Strategy's Expected Result/Impact: Attend workshops on curriculumn for Personalized Learning, Flipped classrooms, student research projects,		**Nov**
Staff Responsible for Monitoring: Teachers, Administration, ITC, Social Studies Strategist, Gear Up Counselor		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	State Gifted and Talented (G/T) $0	**June**
Comprehensive Support Strategy	State Special Education $0 State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

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

Performance Objective 4: One hundred percent of Dr. Armando Cuellar Middle School students and staff will complete internet safety training using the Common Sense Media curriculum. This will allow our campus to continue being a Common Sense Media Certified School.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Teachers will complete the requirements to become a Common Sense Media Certified School. 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, ITC, and Administrators.	**Jan**
Title I Schoolwide Elements: 2.5 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:**	
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0	**Summative**
Comprehensive Support Strategy State Comp Ed (SCE) $0	**June**
Additional Targeted Support Strategy State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

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

Performance Objective 5: Dr. Armando Cuellar Middle School will maintain a adequate number of CPI certified staff to ensure student safety should a crisis arise on campus.

Evaluation Data Sources: Increase highly qualified professionals with professional development.

Summative Evaluation: None

Strategy 1: Staff will receive training on how to properly address a crisis.		Formative
Strategy's Expected Result/Impact: Reduced crisis incidents , properly and swiftly executed crisis prevention intervention		Nov
Staff Responsible for Monitoring: All professional staff, support staff.		
Title I Schoolwide Elements: None	**Problem Statements:** None	Jan
TEA Priorities: None	**Funding Sources:**	Mar
ESF Levers: None	State Gifted and Talented (G/T) $0 State Special Education $0	Summative
Comprehensive Support Strategy	State Comp Ed (SCE) $0	June
Additional Targeted Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

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

Performance Objective 6: All of Dr. Armando Cuellar Middle School Science teachers and students will practice science safety lab procedures, safety internet usage, and overall classroom safety environment through the use of LED digital microscope, 3D printers, digital weather instruments, and dobsonian telescope.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Science teachers will ensure the classroom environment is a safe and conducive environment by using effective classroom management skills that address lab safety procedures.		
Strategy's Expected Result/Impact: The students will follow appropriate lab safety procedures and adhere to all safety standards. **Staff Responsible for Monitoring:** Administration will perform walk-throughs and provide positive feedback to teachers.		**Formative**
		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	**June**
ESF Levers: None	State Gifted and Talented (G/T) $0	
	State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
	State Bilingual/ESL $0	
	Title 1, Part A $0	
	General Fund $0	

Strategy 2: Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.
All science classrooms will be monitored have safety fire blankets & fire extinguishers, all classrooms are equipped with necessary tools & equipment, supplies and running water in each science laboratory.
3) At least one science teacher per grade level will be CPR/AED/First Aid certified.

		Formative
Strategy's Expected Result/Impact: Students will use safety procedures during science classes to ensure minimal safety hazards. Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.		**Nov**
		Jan
Staff Responsible for Monitoring: Administration, Science Teachers and District Science Strategist		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0	**Summative**
ESF Levers: None	State Special Education $0	**June**
Comprehensive Support Strategy	State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

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

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

Performance Objective 1: Increase parent and school collaboration, communication, participation, and attendance by 10%.

Evaluation Data Sources: Annual Parent-Teacher Student Surveys, Campus Six weeks reports, Parent Evaluations, Parent Advisory Council, End of the Year Federal e-grant application and community and district level imput.

Summative Evaluation: None

Strategy 1: Publicize parent volunteer opportunities throughout the year.	
Strategy's Expected Result/Impact: Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success	**Formative**
	Nov
Staff Responsible for Monitoring: Administration	**Jan**
Classroom Teachers	**Mar**
Library Staff	**Summative**
Social Worker	**June**
Counselor	
Title I Schoolwide Elements: 3.1 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0	
Comprehensive Support Strategy State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

Strategy 2: Continue to make available a computer lab to parents and students after hours once-a-week. A computer class once a week for parents during the day.		**Formative**
Strategy's Expected Result/Impact: Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success		**Nov**
		Jan
Staff Responsible for Monitoring: Administration		**Mar**
Classroom Teachers		**Summative**
Library Staff		**June**
Social Worker		
Counselor		
ITC		
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) State Special Education State Comp Ed (SCE) State Bilingual/ESL Title 1, Part A General Fund	
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 3: Teachers and staff will use various forms of contact with parents including blackboard messaging system, phone calls, emails, parent- teacher-conferences, KWES, Remind 101, ClassDojo, School Website, Teacher-sites and other forms of social media. (Facebook and Twitter)	
Strategy's Expected Result/Impact: Academic Achievement of Students whose parent are engaged and participate in campus activities increases. Students whose parents are more motivated to learn are more successful in school.	**Formative**
	Nov
Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor	**Jan**
	Mar
Title I Schoolwide Elements: 3.1, 3.2 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	**June**

Strategy 4: Provide district aligned parent trainings and resources on topics such as effective reading strategies, RGV Lead Ambassador Trainings, Parent Leadership Trainings, PASOS, STAAR, Bullying and Drug Prevention, The Leader in Me, Mental Health Awareness, Technology and College & Career Readiness.	
Strategy's Expected Result/Impact: The goal is to maximize the impact of parental engagement which will transition from school to home.	**Formative**
	Nov
Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor	**Jan**
	Mar
Title I Schoolwide Elements: 3.2 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	**June**

Strategy 5: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.

	Formative
Strategy's Expected Result/Impact: When parents are engaged and participate in campus events, student achievement increases. Parents will be rewarded throughout the year by attending Region One conference and will be given special recognition at our end of the year awards ceremony.	**Nov**
	Jan
Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor	**Mar**
Title I Schoolwide Elements: 3.1, 3.2 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:**	**June**
ESF Levers: None State Gifted and Talented (G/T) $0	
State Special Education $0	
Comprehensive Support Strategy State Comp Ed (SCE) $0	
State Bilingual/ESL $0	
Title 1, Part A $0	
General Fund $0	

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

Performance Objective 2: Campus will provide virtual opportunities to include parents to share valuable information about their children's learning.

Evaluation Data Sources: Virtual Parent Meetings, Parent surveys and community and district level input.

Summative Evaluation: None

	Formative
Strategy 1: 100% of the teachers will use Google classroom and invite parents to join their classroom through email invite.	
Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation.	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers Administrators ITC	**Summative** **June**

Title I Schoolwide Elements: 3.1	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0
ESF Levers: None	State Special Education $0 State Comp Ed (SCE) $0
Comprehensive Support Strategy	State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0

Strategy 2: Increase modes of social media communication. -Remind 101 -School Facebook -School Twitter -Class Dojo -Instagram -Facebook -Twitter	
Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation.	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers Administrators ITC Parent Liaison-Social Worker Librarian Counselors	**Summative** **June**

Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0
ESF Levers: None	
Comprehensive Support Strategy	

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

Performance Objective 3: Dr. Armando Cuellar Middle School will initiate parental participation in their children's learning by creating a parent center where parents can volunteer as helpers and tutors if conducive to CDC guidelines.

Evaluation Data Sources: Parent surveys and community and district level input.

Summative Evaluation: None

	Formative
Strategy 1: 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: Enhanced student performance, attendance, and overall academic success.	**Nov**
	Jan
Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers .	**Mar**
Parent log communication can inform parents the opportunity to volunteer on campus.	**Summative**
Title I Schoolwide Elements: 3.1, 3.2 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:**	
ESF Levers: None State Gifted and Talented (G/T) $0 State Special Education $0	
Comprehensive Support Strategy State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	

Strategy 2: Cuellar Middle School will distribute calendars on a monthly basis to keep parents, students, and community informed about Cuellar Middle School events.		
Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success.		**Formative**
Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers . Parent log communication can inform parents the opportunity to volunteer on campus.		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 3: Encourage parent involvement. (volunteering)		
Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success.		**Formative**
Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers . Gear Up Counselor Parent log communication can inform parents the opportunity to volunteer on campus.		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

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

Performance Objective 4:

Strengthen and increase our special education and EL parental involvement and community engagement in schools by 10%

Evaluation Data Sources: Parent surveys and community and district level imput.

Summative Evaluation: None

Strategy 1: Have at least 1 special ed. representative at monthly parent meeting to communicate with parents.		
Strategy's Expected Result/Impact: Increased parental support and greater student success.		**Formative**
		Nov
Staff Responsible for Monitoring: All professional staff.		**Jan**
Administration		**Mar**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Gifted and Talented (G/T) $0 State Special Education $0 State Comp Ed (SCE) $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	**June**
ESF Levers: None		
Comprehensive Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Performance Objective 5: Strengthen and increase our parental involvement and community engagement by promoting our campus successes through the use of social media, school website, KWES, and local newspaper.

Evaluation Data Sources: Parent surveys and community and district level imput.

Summative Evaluation: None

	Formative
Strategy 1: Monthly parent meetings are promoted through Remind 101, parent calls, use of Facebook and campus website. Parent meetings are informative for STAAR, helping students being successful in the classroom. Once a week during the day computer skills and other parent portal information for parents.	
Strategy's Expected Result/Impact: None	**Nov**
Staff Responsible for Monitoring: Administration	**Jan**
Social Worker	**Mar**
ITC	**Summative**
Librarian	**June**
Title I Schoolwide Elements: 3.1, 3.2 **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 6: Strengthen and increase our parental involvement and community engagement by promoting our campus successes through the use of social media, school website, KWES, and local newspaper.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: Campus reach out not only our school environment but also the broader community of Weslaco.		Formative
Strategy's Expected Result/Impact: Increased parental support and greater student success.		**Nov**
Staff Responsible for Monitoring: All staff including: Librarian, Band Director, ITC, Athletic Coaches, Teachers, Administrators, Cafeteria Staff, Counselors, Security Guards, Attendance Clerk, Social Worker, Athletic Coordinator, Choir Director, District Fine Arts Director		**Jan**
		Mar
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	State Gifted and Talented (G/T) $0 State Special Education $0	**June**
Comprehensive Support Strategy	State Comp Ed (SCE) $0 Title 1, Part A $0 General Fund $0 State Bilingual/ESL $0	

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

Performance Objective 7: Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

Evaluation Data Sources: Annual Health Fair, Sign-Ins, Agendas, Parent Evaluations, Volunteer in place logs, principal's reports and feedback from staff.

Summative Evaluation: None

	Formative
Strategy 1: The community will provide resources and partnerships that meets the needs of our WISD families such as: In his Image uniform Drive, In His steps shoe banks, Texas Department of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair	
Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.	**Nov**
Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor	**Jan**
Title I Schoolwide Elements: 3.1 — **Problem Statements:** None	**Mar**
TEA Priorities: None — **Funding Sources:**	**Summative**
ESF Levers: None — State Gifted and Talented (G/T) $0	**June**
Comprehensive Support Strategy — State Special Education $0, State Comp Ed (SCE) $0, State Bilingual/ESL $0, Title 1, Part A $0, General Fund $0	

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

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-quality, research-based training development and support for all employees

Performance Objective 1: Increase staff awareness of different types of disabilities that many mainstreamed special education students may have by attending trainings that specialize in autism, emotional disturbance, learning disability, and hyperactivity. Offer opportunities for staff to attend trainings regarding aformentioned disablilities.

Evaluation Data Sources: IEPs, surveys, and department and administration recommendations.

Summative Evaluation: None

	Formative
Strategy 1: Staff will receive training from experts in each of the learning disabilities.	
Strategy's Expected Result/Impact: Increase teacher awareness of disabilities and techniques used to accomodate students with disabilities.	**Nov**
	Jan
Staff Responsible for Monitoring: All teachers	**Mar**
All paraprofessionals	
All security	**Summative**
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:**	
ESF Levers: None State Gifted and Talented (G/T) $0	
State Special Education $0	
Comprehensive Support Strategy State Comp Ed (SCE) $0	
State Bilingual/ESL $0	
Title 1, Part A $0	
General Fund $0	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Performance Objective 2: Increase all staff knowledge of both ELPS and EL differentiation strategies using various district and campus training.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation: None

Strategy 1: All core content-area staff will receive trainings on different strategies and accommodations for EL students.		
Strategy's Expected Result/Impact: Increased teacher awareness and usage of EL strategies to increase student achievement.		**Formative**
		Nov
		Jan
Staff Responsible for Monitoring: All teachers		**Mar**
Administrators		**Summative**
ITC		**June**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	State Gifted and Talented (G/T) $0	
	State Special Education $0	
Comprehensive Support Strategy	State Comp Ed (SCE) $0	
Additional Targeted Support Strategy	State Bilingual/ESL $0	
	Title 1, Part A $0	
	Title 1, Part A $0	

Strategy 2: More training will be available for data assessment, instructional strategies, ELPS , and SIOP.

	Formative
Strategy's Expected Result/Impact: Increased teacher awareness of EL strategies to increase student achievement.	
Staff Responsible for Monitoring: All teachers	Nov
	Jan
Administrators	Mar
ITC	
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	Summative
TEA Priorities: None **Funding Sources:**	June

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

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Funding Sources:
State Gifted and Talented (G/T) $0
State Special Education $0
State Comp Ed (SCE) $0
State Bilingual/ESL $0
Title 1, Part A $0
General Fund $0

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

Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability and transparency, 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 budgeting planning in order to maximize the impact of the resource to assist students meet grade level or master grade level on STAAR assessments.

Evaluation Data Sources: STAAR 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 meet grade level or master grade level on STAAR assessments.		**Formative**
Staff Responsible for Monitoring: Administration Department Heads ITC		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	State Comp Ed (SCE) $0 State Gifted and Talented (G/T) $0	**June**
Comprehensive Support Strategy	State Special Education $0 State Bilingual/ESL $0 Title 1, Part A $0 General Fund $0	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

State Compensatory

Budget for Cuellar Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11.6119.00.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$50,900.00
164.11.6119.27.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$60,108.00
164.32.6119.00.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$61,602.00
164.11.6141.00.042.8.30	6141 Social Security/Medicare	$738.00
164.11.6141.27.042.8.30	6141 Social Security/Medicare	$872.00
164.32.6141.00.042.8.30	6141 Social Security/Medicare	$893.00
164.11.6142.00.042.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.27.042.8.30	6142 Group Health and Life Insurance	$5,779.00
164.32.6142.00.042.8.30	6142 Group Health and Life Insurance	$5,779.00
164.13.6143.00.042.8.30	6143 Workers' Compensation	$153.00
164.11.6143.27.042.8.30	6143 Workers' Compensation	$180.00
164.32.6143.00.042.8.30	6143 Workers' Compensation	$185.00
164.11.6145.00.042.8.30	6145 Unemployment Compensation	$46.00
164.11.6145.27.042.8.30	6145 Unemployment Compensation	$54.00
164.32.6145.00.042.8.30	6145 Unemployment Compensation	$55.00
164.11.6146.00.042.8.30	6146 Teacher Retirement/TRS Care	$895.00
164.11.6146.27.042.8.30	6146 Teacher Retirement/TRS Care	$2,334.00
164.32.6146.00.042.8.30	6146 Teacher Retirement/TRS Care	$1,745.00
	6100 Subtotal:	**$198,097.00**
6200 Professional and Contracted Services		

Account Code	Account Title	Budget
164.13.6219.57.042.8.30	6219 Professional Services	$405.00
	6200 Subtotal:	**$405.00**
6300 Supplies and Services		
164.11.6399.00.042.8.30	6399 General Supplies	$18,750.00
	6300 Subtotal:	**$18,750.00**

Personnel for Cuellar Middle School

Name	Position	Program	FTE
Graciela Palacios	Campus Instruction Facilitator	Cuellar Middle School	1
Jeremy Miller	Campus Technology Coordinator	Cuellar Middle School	1
Nelda Torres	Social Worker	Cuellar Middle School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Was developed in September 3, 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Cynthia Ramirez	CTE Teacher	cramirez@wisd.us	CTE Classroom Teacher	
Desi Rodriguez	Principal	darodrigue@wisd.us	Administrator	EditDelete
Jeremy Miller	Instructional Coach	jmiller@wisd.us	Non-classroom Professional	EditDelete
Jessica Miller	EOC Teacher	jesalazar@wisd.us	English I Classroom Teacher	EditDelete
Jose Yanez	Social Studies Department Chair	jyanez@wisd.us	Social St.Classroom Teacher	EditDelete
Nelda Torres	Social Worker/ Parent Liaison	netorres@wisd.us	Non-classroom Professional	EditDelete
Dr. Olga Estrada	Asst. Principal	oestrada@wisd.us	Administrator	EditDelete
Fatima Saldana	Special Education Department Chair	masaldan@wisd.us	Sp. Ed. Classroom Teacher	EditDelete
Belinda Saenz	Librarian	bsaenz@wisd.us	Non-classroom Professional	EditDelete
Sarah Ortegon	ESL Department Chair	sortegon@wisd.us	Math Classroom Teacher	EditDelete
Valerie Gatton	Math Department Chair	vgatton@wisd.us	Math Classroom Teacher	EditDelete
Rachel Yanez	ELA Department Chair	rdrury@wsid.us	ELA Classroom Teacher	EditDelete
Daniel Guerrero	Science Department Chair	dguerrero@wisd.us	Science Classroom Teacher	EditDelete
Rosalee Diaz	ESL Department Chair	rodiaz@wisd.us	Science Classroom Teacher	Edit

2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored and maybe revised at the time the committee meets to evaluate progress November, January and March.

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

Dr. Armando Cuellar Middle School Campus Improvement Plan is located on campus in the main office and the Parental Involvement room 411. You can also find the Campus Improvement Plan in the campus website. The Campus Improvement Plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact Mrs. Nelda Torres at (956)969-6720. Mrs. Torres, social worker, is the person who serves as a translator at Dr. Armando Cuellar Middle School.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging State Academic Standards.

See pages, 3-14

2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic school program. See pages, 3-14, 16-34

Increase amount and quality of learning time. See pages 3-14, 16-34

Academic programs that help provide an enriched and accelerated curriculum that includes programs, actitivites and courses necessary to provide a well-rounded education. See pages 3-14, 16-34

2.6: Address needs of all students, particularly at-risk

Meeting the needs of all students and those at risk of not passing the challenging State Academic Standards. See pages 3-14

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy was approved by parents and is posted on our school website. A harcdcopy is avaiable at the office our campus Social Worker, Nelda Torres.

3.2: Offer flexible number of parent involvement meetings

Two meetings per month are held on campus at different times of the day. One would be held during school hours between the hours 8 am- 11:00 am. An evening session would be held between the hours of 5:00 pm - 7:00 pm.

Title I Personnel

Name	Position	Program	FTE
Cristina Ortiz	At-Risk Attendance Clerk	Cuellar Middle School	1
Jessica Medellin-Angulo	Facilitator Campus Instruction	Administration	1
Maria Rosario Arellano	LVN	Nurses Department	1
Mark Guerra	ISS Aide	Cuellar Middle School	1
Rick Castillo	Library Aide	Cuellar Middle School	1
Vacacncy	STAAR Teacher	Cuellar Middle School	

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$221,454.00
1	1	1			$11,365.00
1	1	1			$0.00
1	1	2			$0.00
1	2	1			$10,000.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	5	1			$0.00
1	5	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	4	1			$0.00
2	5	1			$0.00
2	6	1			$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	1	5			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	4	1			$0.00
3	6	1			$0.00
3	7	1			$0.00
4	1	1			$0.00
4	2	1			$0.00
4	2	2			$0.00
5	1	1			$0.00
				Sub-Total	$242,819.00
				Budgeted Fund Source Amount	$263,879.00
				+/- Difference	$21,060.00
				Grand Total	$242,819.00

Addendums