Weslaco Independent School District

Mary Hoge Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Mary Hoge Middle School will empower students to be self-directed and lifelong learners. These globally prepared 21st century citizens will excel in a complex, interconnected world through a caring and collaborative learning community supported through partnerships with families, teachers, administration, and the community.

Vision

The community of Mary Hoge Middle School will actively develop student engagement, academic achievement and personal accomplishments that will lead to confident, responsible adults who believe in their success throughout their lives.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Hoge Middle School is a 6th - 8th grade Title 1 campus in Weslaco ISD located in Weslaco, Tx. The total number of students enrolled in 2018 is 1040.

The Mary Hoge middle school population is composed of:

100% (999) Hispanic,

40% (404) ELL

10% (89)Special Ed

86%(786) Economically Disadvantage

13% Migrant.

PEIMS Fall Submission, Mary Hoge middle school had 1040 students and employed 80 staff.

According to the most recent TAP Report, teachers serving the campus are 91% Hispanic, beginning teachers account for 6.7% years of experience, 1-5 years teachers account for 17%, teachers with 6-10 years of experience account for 23%, 11-20 years of experience account for 31% of teachers, and teachers with over 20 years experience account for 20%.

Demographics Strengths

Accountability scaled score of 82/ Rating B

School Progress scaled Score 87 Rating B

Relative Performance (Eco Dis: 93.3%) scaled Score 87 Rating B

Distinction Designations in Social Studies

Distinction Designations in Science

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary, and comprehension), the Covid-19 pandemic then contributed to the Gap called learner loss.

Problem Statement 2: SpEd students in all grade levels are not meeting STAAR standards at the same rate as non-SpEd students. **Root Cause:** SpEd students are below grade level and STAAR test is on grade level. In addition the Covid-10 pandemic contributed to an additional Gap called the learner loss.

Problem Statement 3 (Prioritized): There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary and comprehension). In addition the Covid-10 pandemic contributed to an additional Gap called the learner loss.

Student Learning

Student Learning Summary

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

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

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

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

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

Overview of 2018 Accountability System

State Accountability Ratings

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

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

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

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

2018 Accountability   MHMS Score

Domain I: Student Achievement: <mark>74</mark>

Domain II: School Progress: 85

Domain III: Closing the Gap   <mark>75</mark>

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

A comparison of STAAR 2017 and 2018 scores indicates an improvement needed in the Approaches level for writing.

All Grade Levels	2017	2018
Reading	63	66
Math	78	79
Writing	70	63
Science	78	78
Social Studies	61	69

The 2018 STAAR scores include performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	Approaches	Meets	Masters
6th Math	45%	55%	15%	0.34%
7th Math	19	81	41	11
8th Math	6	94	68	24
Algebra	0	100	99	85
6th Reading	48	52	19	6
7th Reading	19	81	41	11
7th Writing	37	63	30	7
8th Reading	22	78	20	7
English I	0	100	90	7

8th Science	21	79 52 25
8th Social Studies	31	69 40 22 1

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**
ALL	72	72	*	70	68	38
Reading	66	66	*	64	60	*
Mathematics	79	79	*	78	76	54
Writing	63	63	*	61	55	*
Science	78	78	*	77	77	*
Social Studies	69	69	*	67	70	*

** Cur and Monitored

* Indicates results are masked due to small numbers to protect student confidentiality

Review of the data for each student group at each grade level in **ELA/READING** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicate a 9% variance.

Review of the data for each student group in 7th-grade **WRITING** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicate a variance of 8%

Review of the data for each student group at each grade level in **MATH** concluded the following:

- A comparison of Special Education (SpEd) and All students indicate a variance of 25%
- A comparison of English Learners (EL) and nonEL scores indicate a variance of 3%

Review of the data for each student group at each 8th grade **SCIENCE** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicated a variance of 1%

Review of the data for each student group at each grade level in Social Studies concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicated a variance of 1%

Student Learning Strengths

The 2016-2017 TAPR Indicates the following:

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

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

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

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

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

2017-2018 STAAR Performance

Overall Performance was a MET STANDARD 82 out of 100 (B Campus Grade)

Student achievement was a MET STANDARD 74 out of 100

School Progress was a MET STANDARD 85 out of 100

Closing the Gap was a MET STANDARD 75 out of 100

Academic Achievements in Science and Social Studies

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored) **Root Cause:** There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 2 (Prioritized): Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8 for Special Education students. **Root Cause:** There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 3 (Prioritized): Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8. **Root Cause:** There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 4 (Prioritized): Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual **Root Cause:** The poverty level does not afford families to internet connectivity for students to experience digital learning.

School Processes & Programs

School Processes & Programs Summary

MHMS fine arts department offers band, orchestra, choir, folkloric dance, art and theatre arts classes. <mark>All MHMS students</mark> have the option to compete in UIL events based on either academic and athletic programs. <mark>All MHMS students</mark> have the option to participate in advanced academic classes such as English I, Algebra I and Geometry if they meet the criteria. Eighth-grade students can also take Spanish I and earn high school credit. The following sports are offered to 7th and 8th-grade students: baseball, soccer, basketball, volleyball, softball, football, tennis, swimming, cross country, track, and golf.

Mary Hoge Middle School students are scheduled into four core area eighty minute blocks and two forty minute elective classes. The core subject areas meet twice a week for department planning staff development and twice a month for a technology staff development. Each teacher also has a conference period that is utilized to work on lessons and assessment design, analyze data, examine instructional strategies to improve student performance. MHMS teachers use a variety of technology-enhanced lessons in the classroom. Our campus is a Bring Your Own Device (BYOD) campus. Students are able to bring and use their own devices for instructional purposes. The technology resources at MHMS include teacher-issued laptops, desktops for classrooms, iPads and chrome books for staff and student use. The technology coordinator for MHMS provides technology support and professional development for staff and students.

Mary Hoge Middle School staff is highly trained for virtual learning and have demonstrated effective use of technology to engage students in learning and content mastery.

School Processes & Programs Strengths

- All teachers meet once a week to review data, reflect and learn strategies for the diverse learner as a professional learning community.
- Core teachers meet in grade level meetings once a week to plan and develop common formative and summative assessments, lesson design, interventions and data analysis.
- Teachers compile data binders to increase student performance.
- Teachers implement best practices.
- Teachers and student have a wide array of technology available.
- Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Vertical alignment is present in core subjects.
- Teachers implement the use of TEKS resource system and follow the scope and sequence and year at a Glance and the Instructional Focus Development Plan.
- English I, Algebra I, Geometry and Spanish I are advanced courses available to 8th grade students who meet the criteria.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low parental involvement and outreach opportunities. **Root Cause:** Parents disengage in the secondary schools as students become independent.

Problem Statement 2: Integrated technology for differentiated instruction is low. **Root Cause:** Lack of technology follow up after staff development.

Perceptions

Perceptions Summary

Mary Hoge Middle School is a Lead school. All staff has been trained to practice the 7 Habits of successful leaders.   The 7 Habit lessons are integrated into lessons and provide morning reads with discussions once a week in their homerooms. MHMS has a lighthouse committte composed of empowered teachers and action teams that drive the leadership on campus.   Students have Leader in Me journals which allows them to reflect about the 7 Habits. Students also have a leadership binder where they keep track of their goals and assessments every six weeks. The 7 Habits allows students to be responsible of their own success and prepares them for a college and career mindset.

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

MHMS staff celebrates by selecting the Super Reader of the month for each department. Student pictures are displayed outside of every classroom. Students who make A or B honor roll receive a celebration party and names are displayed on the main hallway bulletin. Students on the A and B Honor Roll list participate in a celebration every six weeks and participate in a field trip at the end of the month.

MHMS meet twice a week for professional learning, data stratefication, reflection, collaboration and planning.

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Super Writer Wall

Priority Problem Statements

Problem Statement 1: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students.

Root Cause 1: Identified students lack foundational reading skills (fluency, vocabulary and comprehension). In addition the Covid-10 pandemic contributed to an additional Gap called the learner loss.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL.

Root Cause 2: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension), the Covid-19 pandemic then contributed to the Gap called learner loss.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8 for Special Education students.

Root Cause 3: There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored)

Root Cause 4: There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects on STAAR 6-8.

Root Cause 5: There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual

Root Cause 6: The poverty level does not afford families to internet connectivity for students to experience digital learning.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Our performance growth goal will be: students below approaches at BOY will show a 20% increase, students at approaches will show a 15% increase, students at meets will show a 10% increase, and students at masters will show a 5% increase.

STAAR will show 85% approaches by spring 2022.

Evaluation Data Sources: Social Studies STAAR Data
CBAs
Benchmarks

Strategy 1 Details	Reviews			

Strategy 1: Effective integrated Reading Strategies, building academic digital vocabulary for virtual instruction.
 	
Historical issues such as specific eras/dates/significant figures in World History and US History
 	
Geographical, Political, Social and Economical Influences in History
    Strategy's Expected Result/Impact: Improved performance for all populations on CBA's benchmark and STAAR/ EOC.
 	
    Staff Responsible for Monitoring: Campus Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE) - $5,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Social Studies teachers will attend the social studies training to enhance content strategies, interventions for diverse learners, and improve engagement for virtual learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

TCSS Fall Conference
    Strategy's Expected Result/Impact: Improve professional learning and instructional strategies
    Staff Responsible for Monitoring: Campus Admin
    SS strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 3 Details	Reviews			
Strategy 3: Data analyses with test preparation materials for STAAR social studies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Campus Admin
    District strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 4 Details	Reviews			
Strategy 4: Planning, collaborating, and sharing in strategies for ELL students will be provided during campus PLC.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instructional strategies that lead to improvement in benchmarks, CBAs and STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, request access to Pearson and Realize, All-In-Learning program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, benchmarks, and on the STAAR.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Social Studies Teachers
    District Strategist
    Campus Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 6 Details	Reviews			
Strategy 6: Integrate Literacy strategies through virtual learning to enhance comprehension of social studies concepts	**Formative**			**Summative**
through Word walls	**Nov**	**Jan**	**Mar**	**June**

Quick Writes
Rigorous questioning
DBQ (Document Based Questions)
Interactive notebooks
US History Lap-Books
Google Voice
Kami
Discovery Education
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and
    on the STAAR.
 	
    Staff Responsible for Monitoring: Social Studies Teachers
    District Strategist
    Campus Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools -
    ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support
    Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 7 Details	Reviews			
Strategy 7: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate	**Formative**			**Summative**
instruction through blended learning, and individualized google lessons.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and
    on the STAAR.
 	
    Staff Responsible for Monitoring: Social Studies Teachers
    Campus Admin
    District Strategists
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 8 Details	Reviews			
Strategy 8: Teachers will provide interventions as follows:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills.				
Social studies STAAR camps for 8th grade				
Continue to review in SS Reflective Digital Writing Journals and LapBooks				
Motivate SS learning through the use of 7 Habits and Student Leadership goal binders				
Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success				

Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and the STAAR
    Staff Responsible for Monitoring: Social studies teachers
    District Social Studies Strategists
    Campus Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 9 Details	Reviews			
Strategy 9: Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Teachers will sustain and improve in the following: *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom				

Strategy's Expected Result/Impact: Improved performance for all populations on CBA's Benchmarks, and the STAAR.
    Staff Responsible for Monitoring: Social Studies teachers
    District Social Studies Strategist
    Campus Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 10 Details	Reviews			
Strategy 10: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBA's, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** Social studies teachers Social studies strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

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

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

Performance Objective 2: Our performance growth goal will be: students below approaches at BOY will show a 20% increase, students at approaches will show a 15% increase, students at meets will show a 10% increase, and students at masters will show a 5% increase.

STAAR will show 85% approaches by spring 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 Math STAAR data
CBAs
Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance of students on assessments Campus based assessment Curriculum based assessments District Benchmarks STAAR/ EOC **Staff Responsible for Monitoring:** Campus Admin District Math strategists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Measuring Up
Think Up Math
Interactive Pad
Pear Deck
Imagine Math
HMH Personal Math trainer
SpringBoard
Texas Go Math
Google Classrooms
Brain Pop
Kurzweil
Schoology
Edpuzzle
 	
    Strategy's Expected Result/Impact: Increase performance of students on assessments
 	
    Curriculum Based Assessment
    District Benchmark
    STAAR/ EOC
    Campus Based assessment
    Staff Responsible for Monitoring: Math teachers
    Campus Admin
    District Math Strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 3 Details	Reviews			
Strategy 3: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

TEKS RS Performance Assessments
Math Tasks
    Strategy's Expected Result/Impact: Curriculum Based Assessments
    District Benchmarks
    STAAR/ EOC
    Staff Responsible for Monitoring: Campus Admin
    District Math strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 4 Details			Reviews		
Strategy 4:	**Formative**				**Summative**
Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:	**Nov**	**Jan**	**Mar**		**June**

Strategy 4:
Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:

Campus PLC
Participating Teachers
RVGCTM
CAMT
Region 1
State Assessment Conference

   Strategy's Expected Result/Impact: Curriculum Based assessment
   District Benchmark
   STAAR/ EOC

   Staff Responsible for Monitoring: Campus admin
   District Math strategist

   Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

   Funding Sources: - State Comp Ed (SCE)

Strategy 5 Details			Reviews		
Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.	**Formative**				**Summative**
	Nov	**Jan**	**Mar**		**June**

Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.

   Strategy's Expected Result/Impact: Increase performance of students on assessments
   Campus Based assessments
   Curriculum Based assessments

   Staff Responsible for Monitoring: Campus Admin
   District Math strategist

   Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

   Funding Sources: - State Comp Ed (SCE)

Strategy 6 Details	Reviews			
Strategy 6: Integrate literacy strategies to enhance learning and comprehension of Math concepts and vocabulary through the following:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Word walls
Rigor Questions
Reflective writing journal
LabNotebook
Exit cards
Creation of Word problem story books.
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, benchmarks, and on the STAAR.
 	
    Staff Responsible for Monitoring: Math teachers
    District Math Strategist
    Campus Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2
 	
    Funding Sources: - State Comp Ed (SCE)				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will differentiate and create interventions for students at Risk of failing by providing the following:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Expanded learning time
Quick writes
Super Reader time
Student Rotation
Blended learning
Math STAAR camps
College tutor teacher small group instruction
Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, benchmarks, and on the STAAR.
 	
    Staff Responsible for Monitoring: Math teachers
    District Math Strategist
    Campus Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**
 	
    Funding Sources: - State Comp Ed (SCE)				

Strategy 8 Details	Reviews			
Strategy 8: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBA's benchmark, and on the STAAR. **Staff Responsible for Monitoring:** Math teachers District Math Strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** Extended Day - State Comp Ed (SCE) - $5,000, Maneuvering The Middle Math Interventions - State Comp Ed (SCE) - 164.11.62.00.041.0.30 - $289				

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

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

Performance Objective 3: RLA's performance growth goal for both reading and writing will be: students below approaches at BOY will show a 20% growth, students at approaches will show a 15% growth, students at meets will show a 10% growth, and students at masters will show 5% growth.

STAAR will show 65% approaches by Spring 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Reading Camps/Writing Camps
CBAs
Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Teachers will enhance literacy instructional strategies through the following: TEKS Resource K-12 Curriculum Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall Writing Quick writes Super writer wall Education world				
Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
Staff Responsible for Monitoring: Campus Admin ELAR Strategist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				
Funding Sources: Reading Materials and paper materials for writing - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*Writing Across the Curriculum through Write to Learn Strategies

*Reading and writing connections through out all content

*TEKS Resource System
*Abydos Three week Institute
*Abydos Recertification for trainers

    Strategy's Expected Result/Impact: Performance on writing assessments:

    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR Assessments
    *Writing Prompts
    *Spelling Assessments

    Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development, guidance and support in the area of Guided Reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Performance and progress on:	**Nov**	**Jan**	**Mar**	**June**

    *Fontas and Pinnell Benchmark Assessment System BOY, MOY, EOY

    Istation (Indicators of Student Progress) monthly assessments

    Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Strategy 4 Details	Reviews			
Strategy 4: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments **Staff Responsible for Monitoring:** Campus Admin ELAR Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 5 Details	Reviews			
Strategy 5: Provide staff development and support on MyOn and Istation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Istation (Indicators of Student Progress) monthly assessments **Staff Responsible for Monitoring:** Campus Admin ELAR strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
Strategy 6: Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR/ EOC English Results **Staff Responsible for Monitoring:** Campus Admin ELAR strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System. As well as learning and sustaining strategies and techniques for ELAR.	**Nov**	**Jan**	**Mar**	**June**
Readers/Writers workshop Campus PLC meetings TEKS Resource system ABYDOS Gretchen Bernabei Barry Lane **Strategy's Expected Result/Impact:** Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY **Staff Responsible for Monitoring:** ELAR teachers Campus Admin ELAR strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 8 Details	Reviews			
Strategy 8: Develop district assessments (CBAs; benchmarks) and monitor progress:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 8: Develop district assessments (CBAs; benchmarks) and monitor progress:

*6rd - 8th Reading
*6th and 7th Writing
*English I and II

*Monitor BOY, MOY, and EOY
 progress on reading assessments:

 *Monitor BOY, MOY, and EOY
 progress on Reading assessments:
*Fountas and Pinnell Benchmark
 Assessment System
*Istation

Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).

Strategy's Expected Result/Impact: Improved performance and progress on reading/ language arts assessments

Staff Responsible for Monitoring: ELAR teachers
Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

Funding Sources: - State Comp Ed (SCE), Consumables such as pencil boxes and pencils - Title 1, Part A - 211.11.6399.00.041.0.24 - $64

Strategy 9 Details	Reviews			
Strategy 9: Promote efferent ad aesthetic reading.	**Formative**			**Summative**
Efferent:	**Nov**	**Jan**	**Mar**	**June**

Strategy 9: Promote efferent ad aesthetic reading.
Efferent:

".... focused on obtaining a piece of information.... the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading
(Rosenblatt)

Aesthetic:

"....readers are engaged in the experience of reading, itself... the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)

Strategy's Expected Result/Impact: Improved reading results on state and district assessments.

Staff Responsible for Monitoring: Campus Admin
ELAR strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Strategy 10 Details	Reviews			
Strategy 10: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Google classroom Scholastic Pathblazers Kurzweil Istation MyON **Strategy's Expected Result/Impact:** Improved performance for all populations and assesments, CBA's, benchmarks and STAAR. **Staff Responsible for Monitoring:** ELAR Teachers District Strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 11 Details	Reviews			
Strategy 11: Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark and STAAR. **Staff Responsible for Monitoring:** ELA teachers District Math strategist Campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 12 Details	Reviews			
Strategy 12: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark and STAAR. **Staff Responsible for Monitoring:** ELAR teachers District ELAR strategist Campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** Extended Day Payroll - State Comp Ed (SCE) - $5,000, Reading Materials - State Comp Ed (SCE) - $761, Summit K-12 - State Comp Ed (SCE) - 164.11.6299.27.041.0.30 - $4,477.50				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 4: All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2022 school year, there will be an increase in college readiness by 10%.

    Evaluation Data Sources: Post secondary enrollment and performance, and benchmark

Strategy 1 Details	Reviews			
Strategy 1: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Decrease in referrals. **Staff Responsible for Monitoring:** Campus staff District staff Teachers Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: Provide suicide prevention programs and awareness to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
Strategy 3: Implement strong conflict resolution programs that promote positive relationships and student success.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
7 Habits Leader in Me lessons GEAR Up Program **Strategy's Expected Result/Impact:** Decrease in referrals, increase in college plans, which will lead to an increase in STAAR results. **Staff Responsible for Monitoring:** Campus staff District staff Teachers Counselors Gear Up Facilitator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** GEAR UP lessons, trips, and motivational speakers, teacher trainings and payroll. - State Comp Ed (SCE)				

Strategy 4 Details	Reviews			
Strategy 4: Implement Higher level of question strategies to all content areas.	Formative			Summative
Strategy's Expected Result/Impact: Increase in rigor for instruction and increase in Master performance for students. **Staff Responsible for Monitoring:** Campus Admin District Admin Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

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

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

Performance Objective 5: Students below approaches at BOY will show a minimum 20% growth by May 2022. Students at approaches at BOY will show a minimum 15% growth by May 2022. Students at meets at BOY will show a minimum 10% growth by May 2022. Students at masters at BOY will show a minimum 5% growth by May 2022.

STAAR will show 90% approaches by Spring 2022.

Evaluation Data Sources: SCIENCE STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Curriculum:	**Formative**			**Summative**
Implement the following instructional resources to ensure students master the Science TEKS:	**Nov**	**Jan**	**Mar**	**June**
TEKS resource system Stemscopes Edusmart STAAR Coach Discovery Education Apex **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science teachers District Science Strategist Campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 2 Details		Reviews			
Strategy 2: Utilize the following resources to enhance student learning of scientific process skills:		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Microscopes SEPUP Lab Aids Foss					
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks and STAAR.					
Staff Responsible for Monitoring: Science teachers District Science Strategist Campus Admin					
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**					
Funding Sources: - State Comp Ed (SCE)					

Strategy 3 Details		Reviews			
Strategy 3: Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.					
Staff Responsible for Monitoring: Science teachers District science strategists Campus Admin					
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**					

Strategy 4 Details	Reviews			
Strategy 4: Integrate technology to enhance science instruction, and mastery of Science TEKs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Chromebooks Google docs Quizlet Kahoot Gizmos "All In Learning" Online program TEKS Resource STEMSCOPES Summit K-12 Apex **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science teachers District science strategists Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 5 Details	Reviews			
Strategy 5: Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Small groups Expanded learning tutoring with Science Mentor Science STAAR camps **Staff Responsible for Monitoring:** Science teachers District Science strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE)				

Strategy 6 Details	Reviews			
Strategy 6: Continual professional learning will occur for science teachers during campus PLCs, in district and out of district trainings such as the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CAST RGVSA HESTEC NSTA **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science teachers District Science strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** - State Comp Ed (SCE)				

Strategy 7 Details	Reviews			
Strategy 7: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, Benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science teachers District Science Strategist Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices. - Title 1, Part A - 211.116399.27.041.024 - $3,500				

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

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

Performance Objective 6: By the Spring of 2022, the percentage of Emergent Bilingual students who score at the approaches level on STAAR reading will be 50%, STAAR writing will be 50%, STAAR math will be 50%, STAAR science will be 50%, and STAAR social studies will be 50%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance report
CBAs
Benchmark
NWEA assessment

Strategy 1 Details	Reviews			
Strategy 1: RLA:	**Formative**			**Summative**
Pre-Assess all students using NWEA to find all student independent reading level and Tier in order to provide differentiated instruction.	**Nov**	**Jan**	**Mar**	**June**

Math:
Integrate reading, writing and vocabulary enhancement through out the math units.
 	
Science:
Integrate reading, writing and vocabulary enhancement through out the science units.
 	
    Strategy's Expected Result/Impact: Increase independent reading levels, comprehension skills, and build on student academic vocabulary.
    Staff Responsible for Monitoring: Content area teachers
    District Strategist
    Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools -
    ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
    Funding Sources: - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Integrate technology to promote blended learning in all content areas for Emergent Bilingual students through various programs to provide differentiated instruction and small group learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Texas Go Math
Think Up Math
Measuring Up Math
Maneuvering the Middle School Math
iStation
Imagine Learning
HMH Personal Math Trainer
Google classroom
Brain op
Web Quests
Path Blazers
Kurzweil
Rosetta Stone
Language Live
ESL Reading Smart
Scholastic
Moodle
Stemscope Science
Pearson Realize
MYON
 	
    Strategy's Expected Result/Impact: Increase reading level, comprehension skills, language skills and an increase in academic vocabulary.
 	
    Staff Responsible for Monitoring: Teachers
    Campus Admin (CIF,and Principal)
    District Strategists
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Emergent Bilingual student population will receive interventions using the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
RLA: Evaluate their reading, comprehension and vocabulary level by pre assessing using the NWEA assessment and istation in order to provide differentiated interventions. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day				

Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Extended-Day Word walls Super Reader time Writer wall Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day Science: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day STAAR enrichment: Camps Tutoring Expanded Learning time				

Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary

Staff Responsible for Monitoring: Teachers
Campus Admin
District strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

Funding Sources: - State Comp Ed (SCE)

Strategy 4 Details	Reviews			
Strategy 4: Teachers will attend training that provide instructional strategies that will differentiate instruction for Emergent Bilingual students both virtually and in person.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the Emergent Bilingual population. **Strategy's Expected Result/Impact:** Increase language skills, reading levels, academic vocabulary and comprehension skills **Staff Responsible for Monitoring:** Teachers Campus Admin District Strategists District Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. Interventions will be implemented during Extended day and Saturday School. **Strategy's Expected Result/Impact:** Increase in motivation to learn Increase in Language skills Increase in Reading levels. **Staff Responsible for Monitoring:** Teachers Campus Admin District Strategists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

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

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

Performance Objective 7: Special Education students below approaches at BOY will show a minimum 20% growth by May 2022. Students at approaches at BOY will show a minimum 10% growth by May 2022. Students at meets at BOY will show a minimum 5% growth by May 2022. Students at masters at BOY will show a minimum 1% growth by May 2022.

STAAR will show 50% approaches by Spring 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance data

Strategy 1 Details	Reviews			
Strategy 1: ELAR curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Teachers will use probing questions to clarify and extend reading vocabulary both virtually and in person.

Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs both virtually and in person.

Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples.

Math:
Teachers will use probing question strategies to clarify and extend math vocabulary.

Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems.

Teachers will increase student listening sills for comprehension to adjust math instruction. Under Math section of curriculum add:
Teacher will use task analysis to increase and demonstrate understanding.

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

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

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

   Strategy's Expected Result/Impact: Increase performance in Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR, Administration

   Staff Responsible for Monitoring: Special Education teachers
Campus Admin
Central office Admin

   Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Technology Teachers use technology tools to teach virtually, engage students, and ensure content mastery.	**Nov**	**Jan**	**Mar**	**June**

Google classroom
Brain Pop
Channel One News
Go math
Kurzweil
Other apps on Ipad and in Chromebooks
Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning.
IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration
Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write
CommonLit.com and Plot.com
Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.
 	
    Strategy's Expected Result/Impact: Improved performance for Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR assessments, state-mandated
 	
    Staff Responsible for Monitoring: Special Education teachers
    Campus Admin
    District Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Interventions:	**Formative**			**Summative**
Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students.	**Nov**	**Jan**	**Mar**	**June**

SPED teachers will collaborate with general education teachers in planning and monitoring student progress.
 	
Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance)
 	
Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation.
 	
Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills.
 	
Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers.
 	
Teachers will provide interventions during expanded day learning and tutoring.
 	
    Strategy's Expected Result/Impact: Improved performance for SPED population in teachers assessments, CBAs, District Benchmarks, and STAAR assessments in state-mandated grade level subjects.
    Staff Responsible for Monitoring: SPED teachers
    Campus Admin
    District Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools -
    ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Staff Development	**Formative**			**Summative**
Teachers will learn new strateties and techniques through staff development opportunities.	**Nov**	**Jan**	**Mar**	**June**

Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs.

Interventions well be implemented during extended day and Saturday School.

Strategy's Expected Result/Impact: Increase performance for SPED populations in teacher assessments, CBAs, district bencmarks, and STAAR assessments in state-mandated grade level and subjects.

Staff Responsible for Monitoring: SPED teachers
Content teachers
Campus Admin
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

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

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

Performance Objective 8: By Spring of 2022, the percentage of Advanced Academic students who score at the Master's level on the Algebra One End of Course will increase from 95%

Evaluation Data Sources: Advanced Academics STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Curriculum:	**Formative**			**Summative**
Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment.	**Nov**	**Jan**	**Mar**	**June**
Implement teaching and learning strategies to meet the needs of a higher level learner. Rigor questioning Interactive Journals Exit cards Spiral activities Strategies from Spring Board Training **Strategy's Expected Result/Impact:** Increased performance on CBAs, District Benchmarks and STAAR **Staff Responsible for Monitoring:** Teachers Campus Admin District Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 9: By Spring 2022 Migrant students performance assessment will be 75% on the STAAR Reading.

    Targeted or ESF High Priority

    Evaluation Data Sources: Migrant STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant deptartment in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Teachers will provide interventions during expanded day learning and tutoring. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability**	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 10: By Spring 2022, the percentage of Students in the Fine Arts Dept. will increase participation 80% of total student enrollment and target learning loss as well as Social Emotional and Safety.

Evaluation Data Sources: WISD Fine Arts Census Report
UIL Evaluations
Performances
Observations
Journals
Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum/Learning Loss/Social Emotional	**Formative**			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**

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 thier 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.
e) Develop ideas from envision
f)Music reading vendors to supplement curriculum, music repertoire, and sight-reading:
J.W. Pepper, Penders, and RBC
g) Self exploration activities
h) Equipment, Class materials
 	
   Staff Responsible for Monitoring: Fine Arts Teachers
   Campus Admin
 	
   Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology/Safety	Formative			Summative
Integrate technology skills with in lessons, photoshop, adobe spark	**Nov**	**Jan**	**Mar**	**June**
Web page, scanners, chrome books **Strategy's Expected Result/Impact:** Improve performance and attitutes that impact assessments and STAAR **Staff Responsible for Monitoring:** Fine Arts teachers Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
Strategy 3: Staff Development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, technologies, resources, and technology available for all Fine Arts subject areas.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Fine Arts teachers campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

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

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

Performance Objective 11: By Spring of 2022, 100% of students increase interest and competence in reading for literacy.

Strategy 1 Details	Reviews			
Strategy 1: Strateg 1: Curriculum	**Formative**			**Summative**
a) Systematically embed information literacy skills and literature appreciation instruction into the library instuctional program.	**Nov**	**Jan**	**Mar**	**June**
b)Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Library Week.				
c) Train/ demonstrate to staff the importance of library resources in our district by collecting data and following the library standards.				
d) Teach students and staff to comply with the current school board policies, legislation and regulations regarding legal issues affecting the library program.				
e)Maintain records and collaborate with faculty/administration in monitoring copywrite status of print and audiovisual materials in the library collection and throughout the school.				
Staff Responsible for Monitoring: Librarian Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 12: 100% of students will increase interest, knowledge and competency in a lifelong fitness, sport, and health awareness by the Spring of 2021-2022.

    Evaluation Data Sources: FitnessGram by the Cooper Institute and Teacher Observation.

Strategy 1 Details	Reviews			
Strategy 1: Curriculum	**Formative**			**Summative**
A) Physical fitness activities	**Nov**	**Jan**	**Mar**	**June**
-Fitness gram activities				
-Walk/jog				
-Circuit training				
-Weight training				
-Agility activities				
-Jump rope activities				
B) Participate in Team Sports				
-Volleyball				
-Basketball				
-Soccer				
-Football				
-Softball				
-Kickball				
C) Lifetime Sports				
-Tennis				
-Bowling				
-Golf				
-Walking/jogging				
-Weight training				

Staff Responsible for Monitoring: PE coaches, and Health Teacher
    Campus admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Staff Development to ensure professionals continue being highly qualified and to continue learning the latest effective strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: PE coaches and Health Teacher
    Campus admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology - a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tech Aplication Teacher campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Interventions - a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tech Application Teacher campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

| Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tech application teacher campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Performance Objective 14: Success and achievement will be further supported and improved through sustained and continuous professional development of CTE staff (primarily CTE instructional staff) in resources, strategies and methodologies specific to student populations for all student populations. 100% of students will increase interest, knowledge and competency in a lifelong decisions and career choice.

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

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Curriculum -	**Formative**			**Summative**
a) Teachers will apply the state adopted career and technology textbooks and any other resource as deemed by the school district.	**Nov**	**Jan**	**Mar**	**June**

b) Teachers will integrate all content areas.
c) Different instruction methods and techniques.
 	
    Staff Responsible for Monitoring: Career and Technology teacher
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Technology -	**Formative**			**Summative**
a) Google Classroom b) ICEV software	**Nov**	**Jan**	**Mar**	**June**

c) Micro-type software
d) EverFi
 	
    Strategy's Expected Result/Impact: Successfully complete and pass assignments dealing with employability skills.
 	
    Staff Responsible for Monitoring: Career and Technology teacher
    Campus Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
Strategy 3: 6) 4) Strategy 5- Staff Development	**Formative**			**Summative**
a) Region One training b) Staff development training	**Nov**	**Jan**	**Mar**	**June**

c) Conferences
 	
    Staff Responsible for Monitoring: Career and Technology teacher
    Campus Admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

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

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

Performance Objective 15: Expectations of growth for Spanish I by spring 2022, 80% of 8th grade students will achieve mastery in the Spanish I course for credit. Students below approaches at BOY will show a minimum 20% growth by May 2022. Students at approaches at BOY will show a minimum 15% growth by May 2022. Students at meets at BOY will show a minimum 10% growth by May 2022. Students at masters at BOY will show a minimum 5% growth by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Curriculum	**Formative**			**Summative**
a)Students will listen to, repeat after, and imitate speech by teacher and other speakers of Spanish. They will hear and emulate native pronunciation and intonation as tey increase their listening comprehension and speak with vocabulary appropriate for Spanish1.	**Nov**	**Jan**	**Mar**	**June**
b) Students will read textbook, websites, periodicals to gain reading comprehension skills, such as decoding cognates and Latin derivatives. They will discuss by answering oral or written questions. c) Students will learn writing skills including spelling in printed material. They will increas skill in both use of the computer keyboard, including changing keyboard into Spanish, and in writing by hand. Standard writing skills, such as the use of the writing process, will be transferred to Spanish. A journal will be kept as well. d) Students will learn about the culture of spanish-speaking people in Mexico and other Spanish-speaking counties and learn of Spanish speakers in this country. They will learn related history, geography, art, and other aspects of culture as they have affected our students and as they are current events. They will learn famous people from other countries and eras and will also learn how culture, education and language can affect career opportunities. **Staff Responsible for Monitoring:** Teachers Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology -	**Formative**			**Summative**
a) Manipulative, perishable and non perishable items, audio and visual aids, consumables workbooks, reading	**Nov**	**Jan**	**Mar**	**June**
materials (ie: newspapers, magazines, books), springboard materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies **Staff Responsible for Monitoring:** Teacher and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details				Reviews			
Strategy 3: Strategy: Intervention - a) Students will use internet, different platforms, textbooks, and other sources to increase vocabulary and learn communicative skills in different social contexts. They will keep a personal dictionary to add to their vocabulary every day. They will learn whether a word is standard or regional and will learn synonyms in keeping with Spanish 1				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2							

Strategy 4 Details				Reviews			
Strategy 4: Strategy 4: Staff Development - 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.				Formative			Summative
				Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2							

Strategy 5 Details				Reviews			
Strategy 5: Strategy 5: Spanish Materials - 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			Summative
				Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2							

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Kami, Edmodo, Quizzlet, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.				
Strategy's Expected Result/Impact: Independent researchers Results will be seen on STAAR online exams. Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development				
Staff Responsible for Monitoring: Teachers Campus Admin Campus Cif Central office Tech strategists and Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				
Funding Sources: Laptops, printers, carts, document cameras, toner - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Strategy: 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:** Increased knowledge in using technology to enhance instruction for student progress and success. **Staff Responsible for Monitoring:** Teacher campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Strategy: 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. **Strategy's Expected Result/Impact:** Student learning will improve. Teacher will use new technology to improve performance in classroom. **Staff Responsible for Monitoring:** Teachers Campus admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Technology Resources: a) In an effort to enhance instruction and success of all students, we will need technology items including software, hardware, furniture and incentives. **Strategy's Expected Result/Impact:** Student learning will improve. Teacher will use new technology to improve performance in classroom **Staff Responsible for Monitoring:** Teachers Campus admin CTC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

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

Goal 2: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, AND Inviting Environments District-Wide That Promote High Performance

Performance Objective 1: To provide a safe environment for all students on campus

Evaluation Data Sources: Documentation of all safety strategies executed through out the year.

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways.	**Formative**			**Summative**
As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill. **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, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill. **Staff Responsible for Monitoring:** All professional staff All support staff Administration Security Guards **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. **Staff Responsible for Monitoring:** All professional staff All support staff Crisis Team Administration Security Guards **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Proper and swift response to incidents that may need implementation of CPI or CPR. **Staff Responsible for Monitoring:** Administration Campus Athletic Coordinator SPED Department Head **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

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

Goal 2: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, AND Inviting Environments District-Wide That Promote High Performance

Performance Objective 2: To provide a secure campus for all students.

Evaluation Data Sources: Disseminated Assignment Duty schedule to all staff, Rapture sign ins, and security guard safety inspection.

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being.
    Staff Responsible for Monitoring: All teachers
All paraprofessionals
Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Secure Campus -All visitors to MHMS will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being.
    Staff Responsible for Monitoring: Receptionist
Attendance Clerk
Office Staff Members
Administration
Security Guards
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
Strategy 3: 3) Strategy 3: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Monitor and secure all staff members, students and ensure everyone's safety.
    Staff Responsible for Monitoring: Administration
Security Guards
All staff members
All teachers
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**				

Strategy 4 Details		Reviews		
Strategy 4: 4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**					

Strategy 5 Details		Reviews		
Strategy 5: 5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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 Central Middle School. **Staff Responsible for Monitoring:** Administration Security Guards Safety and Security Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**					

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

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

Performance Objective 1: Strengthen communication and increase parent and community engagement community by 10%

Evaluation Data Sources: Annual Parent - Teacher- Student Surveys, Campus Report Card, Parent Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents will be:	**Formative**			**Summative**
timely, provided through a variety of print, phone calls, emails, parent teacher conferences, school messenger, school facebook and other media. Communication will be in language parents understand.	**Nov**	**Jan**	**Mar**	**June**
Forms of communication: student/parent agreements STAAR dates Yearly goals Campus expectations Student Handbook **Strategy's Expected Result/Impact:** Effective communication between school and parents will increase better attendance, motivation, grades and test scores. **Staff Responsible for Monitoring:** Campus Admin Social Worker Counseling Dept **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: Provide trainings and/or meetings about the following: Orientation on parent engagement Leader in Me Bullying/ Drug Prevention Literacy/ Reading Strategies ESL Meeting College & Career Exploration & Readiness STAAR (Training for Parents) Technology Mental Health Awareness & Suicide Prevention Nutrition: Health Eating Habits **Strategy's Expected Result/Impact:** Families who are trained and informed will provide stronger support for the learner, decrease use of drugs, improved academics, better self esteem,. **Staff Responsible for Monitoring:** Campus Admin Social Worker Counseling Dept **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Engage parents in the school's volunteer program so that they can participate in supporting chool-wide, classroom, and parent engagement activities. Provide training for volunteer and provide certificate of volunteer. **Strategy's Expected Result/Impact:** When parents are engaged and provided the opportunity to participate in campus learning initiatives; they will be awarded a certificate of hours earned with a campus lunch. **Staff Responsible for Monitoring:** Campus Admin Social Worker Counseling Dept **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June

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

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

Performance Objective 2: Engage parents in the school's volunteer program so that they can participate in supporting school-wide, classroom, and parent engagement activities.

Evaluation Data Sources: End of the year parent survey, certificate of completion, parent reporting forms

Strategy 1 Details			Reviews		
Strategy 1: Provide training for volunteers			**Formative**		**Summative**
Track hours for parents who volunteer and rovide certificate of volunteer			**Nov**	**Jan**	**Mar**	**June**
Create a parent action team Meet once a month **Staff Responsible for Monitoring:** Campus Admin Social Worker Counseling Dept **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

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

> **Evaluation Data Sources:** Documentation of all safety strategies executed through out the year.

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill **Staff Responsible for Monitoring:** All professional staff All support staff Administration Security Guards **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Safety - All staff members will receive training on how to properly address a crisis	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. **Staff Responsible for Monitoring:** All professional staff All support staff Administration Security Guards **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Proper and swift response to incidents that may need implementation of CPI or CPR.
    Staff Responsible for Monitoring: Administration
Campus Athletic
Coordinator
SPED Department
Head
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

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

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

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

Evaluation Data Sources: Disseminated Assignment Duty Schedule to all staff, Rapture sign-ins, and security guard safety inspection.

Strategy 1 Details	Reviews			
Strategy 1: Strategy : Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being **Staff Responsible for Monitoring:** All teachers All paraprofessionals Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: 2.Strategy: Secure Campus -All visitors to MHMS will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being. **Staff Responsible for Monitoring:** Receptionist Attendance Clerk Office Staff Members Administration Security Guards **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
Strategy 3: Strategy: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Monitor and secure all staff members, students and ensure everyone's safety **Staff Responsible for Monitoring:** Administration Security Guards All staff members All teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 4 Details	Reviews			
Strategy 4: Strategy : Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.	Formative			Summative
	Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 5 Details	Reviews			
Strategy 5: Strategy: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
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 Central Middle School. **Staff Responsible for Monitoring:** Administration Security Guards Safety and Security Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Professional Growth/Leadership Development:

Performance Objective 1: All staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students in virtual learning and mastery of content as well as address the social emotional needs of the students. Students will Meet Grade Level or Masters Grade Level on STAAR assessments.

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

Strategy 1 Details	Reviews			
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 A - Differentiated instruction -Rigor Questioning strategies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.
    Staff Responsible for Monitoring: District Personnel
    -Administration
    -CTC
    -Staff
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

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

Goal 4: Professional Growth/Leadership Development:

Performance Objective 2: Staff will receive training on teacher leadership development.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS Conferencing and Evaluation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training through Leader In Me	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Teachers will meet as a Lighthouse team to create action teams and empower each other to improve and monitor student leadership and success.				
Strategy's Expected Result/Impact: Trainings will provide opportunities for teacher and student leadership				
Staff Responsible for Monitoring: District Personnel -Administration -CTC -Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Financial Strength:

Stategic Planning, Management, Accountability, And Transparent Financial Stewardship To Optimize Federal, State, And Local Funding

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

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and imlementation services and programs with the aim of upgrading our entire educational program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments. **Staff Responsible for Monitoring:** Administration CTC Department Heads SBDM committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for Mary Hoge Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Mary Hoge Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Solis	Social Worker	1
Alma Hernandez	Instructional Aide	1
David Gorena	Campus Instructional Coach	1
Janette Standard	Campus Instructional Facilitator	1
Jasmine Davila	At Risk Attendance Clerk	1
Krystle Sanchez	Technology Aide	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The data for Mary Hoge Middle school was analyzed and reviewed on August 15. Goals and objectives were created for the SAIP by Departments on the same day. All departments reviewed last years SAIP along with data to make changes and the needs assessment for the new SAIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The stakeholders are as follows:

<u>Department Heads</u>

Abel Angulo / Social Studies

Joe Mojica/ Math

Melissa Alejandro / Science

Diana Perez / ELA

Chris Castillo / Sped

<u>Community Member</u>

Maria de Rocio Chairez

<u>Parent</u>

Diana Garza

Anna Laura Villanueva

<u>Business</u>

Amy Mahnike

2.2: Regular monitoring and revision

Monitoring and revisions will occure after assessment data is analyzed. Budget revision will be edited after the first semester and end of the second semester once reports are available from business office.

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

The Mary Hoge Middle School Student Achievement Improvement Plan is located on the campus website, the school secretary's office, the campus Social Worker's office (Mrs. Solis) and the WISD website. The SAIP can be translated into Spanish if needed. For the translation of the MHMS SAIP, please contact the principal, Mr. Pablo Vallejo IV at 956-969-6730. Mrs. Chris Castillo, Social Studies teacher, is the person who serves as the translator for MHMS.

2.4: Opportunities for all children to meet State standards

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

See pages, 4-11.

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthen the academic school program. See page 5, 11
- Increased amount and quality of learning time. See page 11
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities and courses necessary to provide a well-rounded education. See page 11

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 3-10

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee are as follows:

1. Alicia Solis   Social Worker / Parent Specialist

2. Pablo Vallejo   Principal

3. Diana Garza   Parent

4. Maria L. Juarez   Parent

5. Azalia Aguilera   Parent

6. Brisa L. Rodriguez   Parent

7. Luis Rodriguez   Parent

8. Sylvia Kromer   Parent/ Counselor

9. Cecilia Becerra   Parent/ Counselor

10. Moises Robledo   Senior Deputy, Hidalgo County Sherrif's Office

11. Juan Pedraza   Senior Deputy, Hidalgo County Sherrif's Office

The Mary Hoge Middle School Parent and Family Engagement Policy can be found at the maryhoge.wisd.us website in the student handbook at the Parent meetings and at the Counseling Dept.

The MHMS Parent and Family Engagement Policy can be translated into Spanish. Please see Alicia Solis, Social Worker, the person who serves as the Parent Specialist at MHMS.

3.2: Offer flexible number of parent involvement meetings

The MHMS Counseling Dept. meet with parents once a month.

Title I Personnel

Name	Position	Program	FTE
Adriana Macias	Counselor Aide	Title I Part A	1
Anabel Mireles	Teacher LEP	Title III Part A	1
Delma M. Anciso	Title I Part A	Title I Part A	1
Dora L. Zavala	Facilitator Campus Instructional	Title I Part A	1
Emilio R. Hinojosa	LVN	Title I Part A	1
Heather Gonzales	Instructional Aide Special Ed	Title I Part A	1
Jasmina Hernandez	Instructional Aide Special Ed	Title I Part A	1
Luis R. Garcia	Instructional Aide Special Ed.	Title I Part A	1
Magdalena Sustaita	Instructional Aide Special Ed.	Federal Special Ed.	1
Mario J. Guillen	Instructional Aide	Title I Part A	1
Marla M. Morales	Instructional Aide	Title I Part A	1
Mary E. Pena	Case Management Clerk	Federal Special Ed.	0.2
Rene R. Ramirez	Instructional Aide Special Ed.	Federal Special Ed.	1
Sergio C. Becerra	Federal Special Ed.	Federal Special Ed.	1

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$5,000.00
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8	Extended Day		$5,000.00
1	2	8	Maneuvering The Middle Math Interventions	164.11.62.00.041.0.30	$289.00
1	3	1	Reading Materials and paper materials for writing		$0.00
1	3	7			$0.00
1	3	8			$0.00
1	3	10			$0.00
1	3	11			$0.00
1	3	12	Extended Day Payroll		$5,000.00
1	3	12	Reading Materials		$761.00
1	3	12	Summit K-12	164.11.6299.27.041.0.30	$4,477.50
1	4	3	GEAR UP lessons, trips, and motivational speakers, teacher trainings and payroll.		$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	5			$0.00
1	5	6			$0.00
1	6	1			$0.00
1	6	3			$0.00
1	16	1	Laptops, printers, carts, document cameras, toner		$0.00
				Sub-Total	$20,527.50
Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	8	Consumables such as pencil boxes and pencils	211.11.6399.00.041.0.24	$64.00
1	5	7	Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices.	211.116399.27.041.024	$3,500.00
				Sub-Total	$3,564.00
				Grand Total	$24,091.50

Addendums