

Weslaco Independent School District
Central Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Central Middle School is to educate all students in academics, enhance their personal and social growth, and help them achieve their goals as well as produce responsible, caring, and self-reliant role models in the community.

Vision

At Central Middle School, we recognize that each student needs to be empowered to achieve success. With a partnership of parents, staff and students, we are able to provide a positive learning environment for all students so that they are challenged to become technologically advanced, critical thinkers and life-long learners for the 21st century.

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Comprehensive Needs Assessment

Revised/Approved: September 22, 2022

Demographics

Demographics Summary

Central Middle School is located in Weslaco, Texas. Central Middle School serves 6th-8th grade level students; the breakdown by grade level is as follows:

6th grade-333 students

7th grade-340 students

8th grade-306 students

Total Number of Students: 979

955 students (98%) are Hispanic

19 students (2%) are White

1 student is African American

4 students are Asian

Central Middle School serves the following special populations:

525 students (54%) are Economically Disadvantaged

254 students (26%) are At Risk

162 students (17%) are Emergent Bilingual

91 students (9%) are Special Education

118 students (12%) are Gifted and Talented

3 students are Migrants

According to the latest TAPR report, Central Middle School has 80 staff members, 90 professional staff members, 60 teachers, and 9 professional aides. 50% of the teachers have more than 10 years experience and the average years of experience for the campus is at 11.6 years.

Demographics Strengths

- In 2016-17 and in 2017-2018 school years, Central Middle School earned 7 out of 7 academic distinctions in the following areas: reading, social studies, math, science, top 25% student progress, top 25% closing performance gaps and post secondary readiness.
- In 2018-19 school year, Central Middle School earned 5 out of 7 academic distinctions in the following areas: reading, science, math, social studies and postsecondary readiness.
- In the 2021-2022 school year Central Middle School earned 5 out of 7 academic distinctions in the following areas: Academic Achievement in Mathematics, Academic Achievement in Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilingual students need improvement in literacy in order to demonstrate academic improvement and growth on TELPAS and STAAR exams. **Root Cause:** Students face language barriers and lack foundational literacy skills such as decoding, fluency, vocabulary, comprehension.

Problem Statement 2: Students in the special education program in all grade levels are struggling to pass their STAAR assessments at the same rate as general education students. **Root Cause:** There is a learning gap between the required knowledge to be successful and their cognitive ability. STAAR Curriculum is not aligned to their learning level.

Student Learning

Student Learning Summary

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

Central Middle School received a score of an 89, Overall B Rating for accountability.

6th Grade Math STAAR Results: 73.04% Approaches/ 34.80% Meets/ 17.55% Masters

6th Grade Reading STAAR Results: 64.15% Approaches/ 36.16% Meets/ 19.5% Masters

7th Grade Math STAAR Results: 79.09% Approaches/ 52.26% Meets/ 30.31% Masters

7th Grade Reading STAAR Results: 80.77% Approaches/ 56.99% Meets/ 40.91% Masters

8th Grade Math STAAR Results: 81.28% Approaches/ 60% Meets/ 22.55% Masters

8th Grade Reading STAAR Results: 81.48% Approaches/ 52.67% Meets/ 31.28% Masters

8th Grade Science STAAR Results: 81.44% Approaches/ 51.55% Meets/ 28.18% Masters

8th Grade Social Studies STAAR Results: 57.39% Approaches/ 23.37% Meets/ 14.09% Masters

Student Learning Strengths

Central Middle School received the Texas Education Agency's overall accountability rating of a B, 89%. Central Middle School is the top middle school in Weslaco ISD.

Central Middle School earned a rating of an 90/A in Domain II- School Progress for Relative Performance, indicating Central Middle School is above average in comparison to other middle schools with similar demographics in the state.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent bilingual students need improvement in literacy in order to demonstrate academic improvement and growth on TELPAS and STAAR exams. **Root Cause:** Students face language barriers and lack foundational literacy skills such as decoding, fluency, vocabulary, comprehension.

Problem Statement 2: Students in the special education program in all grade levels are struggling to pass their STAAR assessments at the same rate as general education students. **Root Cause:** There is a learning gap between the required knowledge to be successful and their cognitive ability. STAAR Curriculum is not aligned to their learning level.

Problem Statement 3 (Prioritized): There is a need for more students to pass their STAAR exams and demonstrate academic growth in the area in which they failed. **Root Cause:** HB4545 mandates students receive 30 hours of accelerated instruction in the subject area in which they failed.

School Processes & Programs

School Processes & Programs Summary

In the fine arts department, Central Middle School offers band, orchestra, choir, folkloric dance, art and theatre arts classes. Central Middle School students can compete in UIL events based on either academic and athletic programs. Students may participate in advanced academic classes such as Digital Design, Digital Communication, Digital Arts and Animation, English I, and Algebra I 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: soccer, basketball, volleyball, softball, baseball, football, tennis, swimming, and golf.

Central Middle School students are scheduled into four core area and three elective classes. Classes are 55 minutes in length. The core subject area teachers 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 lesson and assessment design, analyze data, examine instructional strategies to improve student performance. Central Middle School teachers use a wide array of technology in the classroom. Our campus is one to one campus, providing every student with a Chromebook to enhance learning. Students are able to bring and utilize their own electronic devices. They are able to access the Internet throughout the building. Classroom teachers are able to determine the use of the student devices in their classrooms. Technology found at Central Middle School include teacher-issued laptops, desktops for classroom, Chrome books for staff and student use. Central Middle School has two Instructional Coaches that provides technology support and technology staff development.

School Processes & Programs Strengths

- 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 implement best practice instructional strategies to increase student engagement.
- Teachers compile data binders to increase student performance.
- Teachers and students have a wide array of technology available.
- Chromebooks are provided to each student to take home and bring to school for the year which leads to wider technology access and educational implementation of technology.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Vertical alignment is present in core subjects.
- Teachers implement the use of TEKS resource system and follow the scope and sequence and Year at a Glance and the Instructional Focus Development Plan.
- English I, Algebra I, Geometry and Spanish I are advanced courses available to 8th grade students who meet the criteria.

Perceptions

Perceptions Summary

Central Middle School teachers and staff are treated to a monthly social which promotes a positive culture and climate. The teachers receive goodies and treats for a week during Teacher Appreciation Week. In addition, Central Middle School spotlights counselors, social worker, nurses, librarian and instructional coaches during their respective day/week or month.

Central Middle School students have the opportunity to being selected as a "student of the month" within their team. Benchmark celebrations are held to recognize students who earn the meets or masters designation on their benchmark exams. The students that earn Latin Honors criteria participate in the end of the year awards assembly. In addition, students can participate in Author's wall and Wednesday Writing, which if selected, publishes the students' writing by displaying it on a bulletin board. All of these celebrations and/or awards promote a positive culture and climate at school.

An end of year sports assembly, to recognize athletes and their accomplishments. The campus librarian highlights both staff and student for participation in various spirit and themed events. Pizza parties are also provided for classrooms that had the most participation in various events held throughout the year. Families who donate uniforms to those in need on campus are also rewarded.

This year Central Middle School has updated the school schedule to include a daily 40 minute advisory period. During this time teachers are able to make meaningful connections with their students and discuss social emotional issues, character education, set academic goals, and provide motivational lessons to better equip students for success.

Perceptions Strengths

- Teacher of the Month/Employee of the Month
- Teacher Appreciation Week Goodies and Treats
- Student of the Month
- Latin Honors Recognition
- End of the Year Awards Assembly
- Author's Wall
- #Wednesday Writing
- Sports Awards Assembly
- Advisory Period

Priority Problem Statements

Problem Statement 1: Emergent bilingual students need improvement in literacy in order to demonstrate academic improvement and growth on TELPAS and STAAR exams.

Root Cause 1: Students face language barriers and lack foundational literacy skills such as decoding, fluency, vocabulary, comprehension.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: There is a need for more students to pass their STAAR exams and demonstrate academic growth in the area in which they failed.

Root Cause 2: HB4545 mandates students receive 30 hours of accelerated instruction in the subject area in which they failed.

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By Spring 2023, the number of students who score at the approaches grade level on the Social Studies STAAR Assessment will increase from 60% to 70%.

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: STRATEGY 1 - CURRICULUM: Ensure the success of ELs, SPEDs, and General Population by: A) Reinforcing/spiraling social studies skills by using a variety of resources such as, but not limited to: ---Google Classroom, ---Saavas Realize, ---Jarret's Mastering the TEKS ---Lowman Essentials ---Sirius STAAR Prep ---EdPuzzle ---Wizer.me ---Kahoot/Quizalize/Quizizz/etc... ---Quizlet ---No Red Ink Strategy's Expected Result/Impact: Improved performance for all populations on NWEA tests, benchmarks and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: STRATEGY 2: TECHNOLOGY Ensure the success of ELs, SPEDs, and general population by: A) Using the Chromebooks to enhance learning in the classroom. B) Implementing high interest games/activities, to differentiate and emphasize key concepts that ensure students have the opportunity to master what is being taught/learned in the classroom (example, but not limited to: Peardeck, Quizizz, Kahoot, edpuzzle, Blooket, Decktoys, etc. C) Use STRIVE to access student data and track student data to drive the curriculum. D) Using TEKS Resource to help us create Graphic Organizers that focus on concepts to be covered. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -Strategist -Social Studies CIFs -Campus Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: STRATEGY 3 - INTERVENTIONS: Ensure the success of ELs, SPEDs, and general population by: A) Incorporating teaching and learning strategies to enhance the understanding of social studies concepts and literacy through: ---Word Walls/Digital Word Banks ---Anchor Charts ---Document Based Questions (DBQ) which require students to work with primary & secondary documents and use higher-level thinking skills to use this information to defend a thesis. ---Writing in the classroom (No Red Ink) ---PowerPoint Lessons & Guided Notes ---Webquests ---Integrate Reading Passages ---Interactive Notebooks ---Historical Fiction Read Alouds ---Engaging Historical Videos B) Integrating extended day to provide remediation of Social Studies knowledge. C) Offering a Saturday School STAAR Power Camp to reinforce the TEKS. D) Reiterating the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). E) Regularly monitor STRIVE data to see where growth is being made and where it is we need to focus on to fill-in the gaps. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - State Comp Ed (SCE) - \$1,331 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: STRATEGY 4: STAFF DEVELOPMENT A) Participate in staff developments and implement what is learned to keep abreast with the latest strategies, techniques, resources, and technology available in social studies, including (but not limited to): -- Any/all social studies training (in-district & out of district) related to our current STAAR/TEKS content -- Region One Training -- Pre-AP and GT Training -- Technology -- ESL trainings -- Inclusion in the classroom Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 5: STRATEGY 5: MATERIALS Materials: Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, instructional packets to address live and remote learning, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 2: By Spring 2023, the number of students who score at the Approaches Grade Level on the Science STAAR Assessment will increase from 81% to 90%. Students who scored at the Meets Grade Level on the STAAR Assessment will increase from 51% to 60%, and students who scored at the Masters Grade Level on the Science STAAR Assessment will increase from 28% to 30%.

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Strategy 1 - Curriculum: a) Implement science materials for instructional purposes to aid students in the retention of necessary content and to help improve the overall success of our SPED and Emergent Bilingual students.</p> <p>-TEKS Resource System -STEMscopes -STAAR COACH -Saavas Realize -Quizlet -EdPuzzle -Screencastify -Brain pop -Wizer.me -#WritingWednesday -YouTube -Sirius -Quizziz Google Classroom -Kahoot -Blooket -Legends of Learning -Newsela -Learn360</p> <p>b) Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools. -Microscopes -Lab Aids -online SAAVAS Labs -Labs/Demonstrations</p> <p>c) Integrate leadership skills through competitions and initiatives such as science fair club and recycling program. -Science Fair</p> | Formative | | | Summative |
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Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, GT teacher

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Strategy 2 - Technology: a) Include technology in lessons to enhance student mastery of objectives and correct misconceptions, and to help in the overall success of our SPED and Emergent Bilingual students.</p> <ul style="list-style-type: none"> -Chromebooks -Google classroom -Quizlet -Kahoot -Edpuzzle -Flipgrid -Interactive Digital Notebooks -Google Platforms -Blooket -quizziz -STEMscopes -Screencastify -Brain pop -SAAVAS -Legendsoflearning <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Strategy 3 - Interventions:</p> <p>a)Provide opportunities to strengthen and reinforce content by providing differentiated instructional methods to ensure student growth and success for all students including our SPED and Emergent Bilingual population.</p> <p>-small groups -STAAR Elective classes to assist students who fall under HB4545. -tutoring -extended day -science camps -Spiraling strategies -Data binder conferencing w/ students -Reteaching concepts -Google Meets -Class projects -Student presentations -#Writing -Whole group reading -CLOZE reading -CLOZE writing -NWEA Map Assessments at the BOY, MOY, and EOY for data collection purposes -Science Benchmark Assessments -SIOP Strategies</p> <p>b)Promote the SEL learning initiatives to increase student goal planning, focus, and leadership skills. -Social Emotional Learning during homeroom period to conduct weekly lessons</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Comp Ed (SCE) - \$8,669</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Strategy 4 - Staff Development: Attend professional development programs to broaden teacher knowledge, and improve skills to engage our SPED and Emergent Bilingual students. Including but not limited to: -Region One trainings -District and Campus PLCs -Department Planning/Meetings/Trainings -Grade Level Meetings -Self/ Independent Study Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Strategy 5 - Materials: Teachers Will: a) Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumable workbooks, digital notebooks, reading materials, electronic devices, furniture, student/instructional incentives, create instructional packets and use general supplies to enhance synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment for all students including our SPED and Emergent Bilingual population. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 3: By Spring 2023, the number of students who score at the Approaches Grade Level on the Math STAAR Assessment will increase from 75% to 90%. Students who scored at the Meets Grade Level on the Math STAAR Assessment will increase from 34% to 60%, and students who scored at the Masters Grade Level on the Math STAAR Assessment will increase from 14% to 30%.

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Strategy 1 - Curriculum: a) TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. b) Teaching and learning strategies -TRS -PLC meetings - Spiral activities -silent conversations -Word walls -HOTS Questions -Wed writing</p> <p>Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR</p> <p>Staff Responsible for Monitoring:</p> <p>Math Strategist Math CIFs Campus Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Strategy 2 -Technology: Integrate technology to promote blended learning *Aleks *TRS *Google Classroom *Sirius *Kurzweil *Imagine math *Maneuvering the Middle Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Math staff, teachers & admin. Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Strategy 3 - Interventions: a)Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary for EL and SPED learners through: -#WritingWednesday -Bilingual Word Wall -Math Glossary b) Use instructional materials, chrome books, computer programs and other strategies to implement during tutoring. c) Utilize rotations d) Pull Out Groups e) Math camps f) College tutor Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Strategy 4 - Staff Development: *RGVCTM *CAMT *Region I *State Assessment Conference *Within district training *STAAR related training *Out of district training *PLC Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin. Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: 5) Strategy 5 - Mathematics Materials a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, online programs, furniture, student/instructional incentives, create instructional packets and use general supplies to enhance synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR. Staff Responsible for Monitoring: Mathematics Teachers Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 4: By Spring 2023, the number of students who score at the approaches grade level on the Reading STAAR assessment will increase from 65% to 85%. Students who scored at the Meets Grade Level on the Reading STAAR Assessment will increase from 36% to 60%, and students who scored at the Masters Grade Level on the Reading STAAR Assessment will increase from 19% to 30%.

Evaluation Data Sources: STAAR TEST

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1- Curriculum: - TEKS Resource System - StudySync (McGraw Hill) - Spring Board - Sirius -No Red Ink -EdPuzzle -Quizizz -Google Classroom -Springboard Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark and STAAR Staff Responsible for Monitoring: ELAR Strategist ELAR Assistant Principal Campus Administration Literacy ITC Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Strategy 2- Technology: Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment in RLA classes. -Google Classroom -Google Slides -Istation -Sirius -Newsela -Readworks -Common Lit -EdPuzzle - Flipgrid -TeachersPayTeachers -NoRedInk -Kahoot -Quizizz -Kami - NoRedInk Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR Staff Responsible for Monitoring: -CIF -Literacy ITC -Administration -ELA Inclusion Teacher -Teacher Title I: 2.4, 2.5, 2.6 - | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Strategy 3- Interventions: The RLA teachers will provide differentiated instructional methods and opportunities to ensure student growth and success. -H.O.T.S. Questioning -interactive word walls -Interactive Workbooks -Quick Writes -#Wednesday Writing -Silent Conversations -Author's Wall -SSR/DEAR Time -Vocabulary Walls/Activities -Rotations - RLA camps - Saturday School -Extended Day -Grading Sessions -Co-teaching - Writing Portfolios -Digital/ Online Tutoring -Digital Graphic Organizers -Spiraling Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR Staff Responsible for Monitoring: ELAR CIF Teachers Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: Strategy 4 Staff Development ELAR teachers will attend staff development that allows/assist teachers in the areas of reading and writing strategies to keep abreast on the latest strategies, techniques, resources, and technology available for subject area. -- Any/all RLA (in-district & out of district) related to our current STAAR/TEKS content -- Region One Training -- Pre-AP and GT Training -- Technology -- ESL trainings -- Inclusion in the classroom --Department Meetings --Grade Level Meetings --TEKS Resource System Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR Staff Responsible for Monitoring: Administration Teachers CIF ELAR Strategist Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Strategy 5: RLA Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, create instructional | Formative | | | Summative |
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packets, and use general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment.

Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR

Staff Responsible for Monitoring: ELAR Teachers
Administration
ELAR CIFs

Title I:
2.4, 2.5, 2.6
-

Funding Sources: - General Fund - \$4,167

No Progress

Accomplished

Continue/Modify

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

Performance Objective 5: By 2023, 100% of the students will be provided social emotional learning, counseling, and support in academic achievement.

Evaluation Data Sources: Panormama survey, counseling feedback, student academic achievement, Ripple effects, attendance and office referrals.

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
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| <p>Strategy 1: Use Ripple Effects, motivational Monday Lessons, and classroom lessons. Present lessons to students regarding SEL, grades, tutoring, attendance, bullying, drugs, and test taking strategies. Monitor students who are not performing well academically. Individual conferencing regarding grades. Consult with administration to identify and resolve student issues, needs, and problems that directly impact academic and SEL success. Provide counseling to students who are tardy/absent and who have disciplinary problems. Help students create short term and long term goals for academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: Students will show growth in Social Emotional resiliency. Students will have guidance and will acquire skills necessary to be academically successful. There will be a decrease in absences and discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselors/Social Worker</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
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| Strategy 2: Provide training and support for digital learning and focus on digital safety, digital citizenship and cyber bullying. Provide conferences and support for students in need of SEL support. Students will be given the opportunity to participate in anti cyber bullying month through various activities throughout the school. Analyze data from schoolwide panorama survey that includes data from students and staff. Strategy's Expected Result/Impact: Students will decrease cyber bullying, increase positive learner behaviors to ensure resiliency for a better future. Establish and maintain a strong, positive relationship for all students. Staff Responsible for Monitoring: Counselors/Social Worker Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Counselors will provide professional development in order to promote awareness and up to date information on emergent bilingual students, 504 students, and students experiencing difficulty due to SEL issues. Various trainings, staff development, and as needed conferences. Monthly review of EB students who fail one or more core classes. Advocate for students at 504, ARD, and LPAC meetings to ensure individual needs are being met. Strategy's Expected Result/Impact: Provide the knowledge to assist students with their educational and SEL goals. Increase learner awareness of SEL resiliency and coping skills. Staff Responsible for Monitoring: Counselors/Social Worker/Administration Title I: 2.4, 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Provide opportunities for learners to experience and be provided with information regarding post secondary pathways and education. Students will be provided guidance in planning for HS, ECHS, and post secondary goals. Consult with administration and staff to schedule and present school counseling curriculum lessons based on needs identified through panorama, which include career readiness, post secondary education and social emotional awareness. Strategy's Expected Result/Impact: Students will be provided the opportunity to attend field trips, speakers, and have awareness of the selection of different pathways at the HS level. Students will have guidance in academics and social emotional awareness. Staff Responsible for Monitoring: Counselors/Social worker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Materials - perishable, and non-perishable items - audio and visual aids, -consumables workbooks, -reading materials - Stress relief toys/fidget toys - organizational planners - student/instructional incentives -and use any health and safety supplies to ensure a safe instructional environment Strategy's Expected Result/Impact: Students will be equipped with the knowledge needed to have a successful academic year and have the tools needed to be successful in a non classroom setting. Staff Responsible for Monitoring: Counselors/Social workers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 6: By Spring 2023, the percentage of emergent bilingual students that will receive an advanced high rating on TELPAS will increase from 27%-36%.

High Priority





Evaluation Data Sources: TELPAS Data

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Strategy 1: Curriculum To ensure the success of emergent bilingual students on STAAR and TELPAS by using the following across the content areas: -Rosetta Stone -Summit K-12 -Ensure the curriculum includes daily opportunities for emergent bilingual students listen, speak, read, and write daily to build their understanding and language ability. - TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. -word walls, personal dictionaries (online or print) -#Writing Wednesday -Flipgrid -NewsELA -No Red Ink -Spiral activities to ensure understanding -PLCs -HOTS questions -Edpuzzle -(not so) silent conversations -Youtube Strategy's Expected Result/Impact: RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of emergent bilingual students in all core subjects. Staff Responsible for Monitoring: Principal, CIF, RLA/Math/Science/Social Studies Strategists Teachers, Central ELA Bilingual/ESL Director Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Strategy 2: Technology Integrate the application of technology to promote a blended learning environment in all core classes for the emergent bilingual students through various programs:</p> <p>Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment for emergent bilingual students in all core classes.</p> <p>-Google Classroom -Google Suite Platform -EdPuzzle - Flipgrid -Kahoot -Quizizz -Kami -Rosetta Stone -Summit K-12</p> <p>Strategy's Expected Result/Impact: RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects.</p> <p>Staff Responsible for Monitoring: Principal, CIF, RLA, Math, Science, and Social Studies Strategists and Teachers, and Bilingual Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Strategy 3: Interventions -Think-Pair-Share -Providing prompts and cues -Building relationships -Providing opportunities to write, edit and recite what is written -H.O.T.S. Questioning -interactive word walls -Interactive notebooks -Quick Writes -#Wednesday Writing -(not so)Silent Conversations -SSR/DEAR Time -Vocabulary Walls/Activities - Saturday School -Extended Day -Grading Sessions -Digital/ Online Tutoring -Digital Graphic Organizers -Spiraling -Reteaching Strategy's Expected Result/Impact: RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal, CIF, Reading, Math, Science and Social Studies Teachers and Strategists, RLA Strategist and Bilingual Director Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge in how to better assist emergent bilingual students to succeed in STAAR and TELAS. Including but not limited to: -Bilingual PLC Meetings -Region One - (Differentiating Curriculum) -TEKS Resource System -STAAR related training -Out of district training -Department Planning/Meetings/Trainings -Grade Level Meetings - ESL/ELL trainings Strategy's Expected Result/Impact: RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal, CIF, Reading, Social Studies, Science, and Math Teachers, RLA Strategist and Bilingual Director Title I: 2.4, 2.5, 2.6 Funding Sources: - State Bilingual/ESL - \$763, - General Fund, - Title 1, Part A, - State Special Education | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Strategy 5: Materials | Formative | | | Summative |
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| <ul style="list-style-type: none"> - perishable, and non-perishable items - audio and visual aids, -consumables workbooks, -reading materials - electronic devices - digital platforms -furniture - student/instructional incentives - use general supplies to enhance instruction both synchronous and asynchronous instruction -and use any health and safety supplies to ensure a safe instructional environment <p>Strategy's Expected Result/Impact: RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects.</p> <p>Staff Responsible for Monitoring: Principal, CIF, ELAR Teachers, RLA Strategist, Bilingual Director, Science, Math and Social Studies Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> | | | | |
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Performance Objective 6 Problem Statements:

| Demographics |
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| Problem Statement 1: Emergent bilingual students need improvement in literacy in order to demonstrate academic improvement and growth on TELPAS and STAAR exams. Root Cause: Students face language barriers and lack foundational literacy skills such as decoding, fluency, vocabulary, comprehension. |
| Student Learning |
| Problem Statement 1: Emergent bilingual students need improvement in literacy in order to demonstrate academic improvement and growth on TELPAS and STAAR exams. Root Cause: Students face language barriers and lack foundational literacy skills such as decoding, fluency, vocabulary, comprehension. |

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

Performance Objective 7: By Spring 2023, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 45% to 55%, Math STAAR from 60% to 65%, Science STAAR from 45% to 55%, and Social Studies STAAR from 50% to 55%.

Evaluation Data Sources: STAAR Data





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1 - Curriculum: READING/WRITING 1.(a) Teachers will use probing questions to clarify and extend reading vocabulary. (b) Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. (c) Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self-correct writing samples. To assure success, the following will be incorporated: Google Classroom Istation (ISIP)-7th grade Flipgrid Edpuzzle Kahoot #Writing Wednesday MATH 1.(a) Teachers will use probing questions to clarify and extend math vocabulary. (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting. (c) Teachers will increase student listening skill comprehension to adjust math instruction. To assure success, the following will be incorporated: Google Classroom Google Forms/Slides Edpuzzle Kahoot Exit Tickets Polling Khan Academy Youtube videos #Writing Wednesday SCIENCE 1.(a) Teachers will use probing questions to clarify and extend science vocabulary. (b) Teachers will promote student measurement skills to address individual needs. | Formative | | | Summative |
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| <p>(c) Teachers will promote student writing skills for reporting purposes. To assure success, the following will be incorporated: Google Classroom Edpuzzle Brainpop Stemscopes Flipgrid Youtube videos #Writing Wednesday</p> <p>SOCIAL STUDIES</p> <p>1.(a) Teachers will use probing questions to clarify and extend social studies vocabulary. (b) Teachers will promote critical thinking skills to foster student reading and writing skills. (c) Teachers will promote writing skills to increase student connections to culture and government To assure success, the following will be incorporated: Google Classroom Edpuzzle Flipgrid Brainpop Youtube videos</p> <p>Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Comp Ed (SCE) - \$26,447</p> | | | | |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Strategy 2: Technology - Teachers will promote the use of the following resources to increase student knowledge and class participation in all core subject areas (ELAR, Math, Science, Social Studies) Library resources Chromebooks Google Classroom Kurzweil Aware Online Testing Istation Imagine Math Edpuzzle Newsela Texas Go Math Brainpop Google Docs/Slides Kahoot Quizizz Flipgrid Stemscopes Youtube videos Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate weekly with general education teachers in planning and monitoring student progress. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services (co-teaching, small group assistance, learning camps, break-out rooms) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. To assure success, the following interventions will be utilized: Google Classroom Google apps/extensions Kurzweil Aware Online Testing Imagine Math Istation Imagine Math Reading A-Z Immersive Reader Language Live Tutorials Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher, Support Staff, General Education Teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Strategy 4: Staff Development - 1.(a) Teachers will participate in the following staff development to ensure professionals continue highly qualified status and to keep abreast on latest strategies, techniques, resources, and technology available for each subject area: Immersive Reader Language Live Istation Writing Academy LTRS Region 1 District PLC meetings Campus department meetings Grade level/core subject meetings SEL activities Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state-mandated grade level subjects Staff Responsible for Monitoring: Special Education Teachers, Support Staff, General Education Teachers, Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 5: Strategy 5: Materials - To ensure student success, the following materials will be utilized in each core subject area: Electronic devices Audio/visual aids Consumable workbooks Reading materials Student instructional incentives Perishable and non-perishable items Manipulatives Furniture General supplies to enhance synchronous/asynchronous instruction Instructional packets to enhance synchronous and asynchronous instruction Accessibility tools Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher and Administration Title I: 2.4, 2.5, 2.6 - | Formative | | | Summative |
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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 2023, the percentage of Advance Academics students who score at the Masters Level on the Algebra One E.O.C. will increase from 88% to 98% and 100% at the Approaches and Meets Level.

By Spring 2023, the number of Advance Academics students who score at the Master's Level on the English One E.O.C. will increase from 25% to 50% and 100% at the Approaches and Meets Level.

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Curriculum- Implement the TEKS Resource System including the alignment of the curriculum, instruction, and assessment, Year at a Glance, APEX, College Board, Sirius STAAR practice b) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: - Spiral activities - Word walls - HOTS Questions - Use journals - Exit Cards - Writing Wed Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF's, Strategists, teachers Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
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| Strategy 2: Technology-Use technology to help students gain a better understanding of the topics covered, gain immediate feedback. Online programs like Imagine Math, Springboard and Aleks. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF's,CTC, advanced academic teachers Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Interventions- Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) #WritingWednesday b) Quick writes c) Building vocabulary activities d) Bilingual Word Wall Tutoring period will be offered for students in need. Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF,extended day coordinator,advanced academic teachers Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Staff Development-enhance content knowledge and effectively implement research-based instructional strategies. *Teks Resource System-participating teachers *RGVCTM *CAMT *Region I *co-teachers *PLC *Department Meetings *Attend monthly Pre-AP Advanced Academics meetings Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF,Strategists, advanced academic teachers Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Advanced Academic Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, purchase of online programs, furniture, student/instructional incentives, create instructional packets to enhance synchronous and asynchronous instruction, and use general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, advanced academic teachers Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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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 2023, 70% of Migrant students will score approaches grade level on the STAAR tests in all testing subjects. Students will show improvement on the NWEA.

Evaluation Data Sources: Spring 2022 STAAR data
NWEA
Migrant list
PFS report

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Strategy 1: Interventions -</p> <p>a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year.</p> <p>b) Virtual tutoring will be implemented for students to receive assistance to review math, reading, science and social studies strategies and learn new skills.</p> <p>Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.</p> <p>Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p> | | | | |





| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Materials: a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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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 of 2023, 60% of enrolled students will be enrolled in a fine arts class or participate in a fine arts extracurricular activity.

Evaluation Data Sources: Fine Arts Census

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Strategy 1: Curriculum -</p> <p>a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: language arts, math, science, reading, and social studies.</p> <p>b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation.</p> <p>c) Students will be able to apply content area skills in all fine arts classes:</p> <ul style="list-style-type: none"> . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist and will compare and contrast verbal and written composition . Create a stage diagram to scale using mathematical strategies . Design costumes with the appropriate time periods in mind . Ethical discussions relating to scientific topics in various plays <p>d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building.</p> <p>e) Develop ideas from envision</p> <p>ART:</p> <p>a) Students will learn a variety of techniques used to create art while incorporation important subjects areas such as math, science, writing and reading</p> <p>b) The student will develop and organize ideas from the environment</p> <p>c) The students will demonstrate an understanding of art history and culture as records of human achievement</p> <p>d) The student makes informed judgments about personal artworks and the art work of others</p> <p>e) The students will compare and contrast the use of art elements using vocabulary accurately</p> <p>f) Students will display their work on web page using scanners, drawing pads, bamboo pad, printers, cameras and other available technology</p> <p>g) Students will develop visual associations that aid in problem solving in their art work</p> <p>Staff Responsible for Monitoring: Fine Arts Department and Administration</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - Title 1, Part A, - General Fund, - State Bilingual/ESL, - State Special Education, - State Gifted and Talented (G/T)</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 5: Strategy 5: Material - 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. Staff Responsible for Monitoring: Fine Arts and Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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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 2023, the percentage of emergent bilingual students and special education students who score at the approaches grade level on the STAAR Reading will increase their interest in literacy by 60%.

Evaluation Data Sources: End of year Circulation Report and Library Report, NWEA reading and language reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Strategy 1: Curriculum -</p> <p>a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program to assist At-Risk students..</p> <p>b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Day, Ban Book Week, Teen Read Week, and National Library Week.</p> <p>c) Train/demonstrate to staff the importance of library resources in our district by collecting data and following the library standards.</p> <p>d) Teach students and staff to comply with current school board policies, legislation, and regulations regarding legal issues affecting the library program.</p> <p>e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school.</p> <p>f.) provide after school events to promote reading such as book club meetings, reading sessions, and the battle of the books.</p> <p>g.) provide guidance with an understanding of multiple genres and diverse literary texts.</p> <p>Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.</p> <p>Staff Responsible for Monitoring: Librarian District Librarian Staff Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Comp Ed (SCE) - \$34,684, - General Fund - \$4,963, - ESSER - \$17,782</p> | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
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| Strategy 2: Strategy 2: Technology - a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to community using web & paper resources Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Strategy 3: Interventions - a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed. c) Inquiry and research activities to increase student understanding of the BIG 6 and to understand the difference between primary and secondary sources. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: Strategy 4: Staff Development - a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 12: By Spring 2023, 100% of students will perform physical skills and fitness through various physical fitness Monday through Friday, and Fitness gram testing twice a year, once in the fall and once in the spring.

Evaluation Data Sources: Formal and Informal assessments such as skill testing and quizzes.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1: Curriculum - A. Physical fitness activities - Sworkit - Darebee - Circuit training - Weight training (body weight) - Agility activities B. Life Long Activities - Weight training - Walking/jogging - Home workouts Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Strategy 2: 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 physical education teachers through various platforms, for example Zoom, and Google Meets Strategy's Expected Result/Impact: Improved performance on formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
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| Strategy 3: Strategy 3 - PE Materials Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, digital platforms, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment (Masks, sanitizers, gloves, wipes, tissue, etc.) Strategy's Expected Result/Impact: Improved performance on formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration Title I: 2.4, 2.5, 2.6 | | Formative | | | Summative |
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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 2023, 7th and 8th grade emergent bilinguals and special education students will practice literacy in order to achieve a 70% passing rate in CTE elective courses.

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

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: Strategy 1: Curriculum - a) Teachers will apply the state adopted career and technology curriculum and any other resource as deemed by the school district. b) Teachers will integrate literacy from all content areas into classroom assignments. c) Differentiate instruction methods and techniques. Strategy's Expected Result/Impact: Improve student performance for all populations on classwork and assessments. Staff Responsible for Monitoring: Career and Technology Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Strategy 2: Technology - 1. a) Google Classroom b) ICEV software c) Adobe Animate d) Google Applications e) Pathful Explore f) Photoshop g) Illustrator h) IStation i) Imagine Math j) Code.org k) Blender l) Canva m) Everfi n) Stop Motion Studio o) Smore p) Microsoft Office 2. a) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. b) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. c) Implement Technology Applications to improve student technology literacy and skills. Strategy's Expected Result/Impact: Improve performance for all populations on assessments. Students will show growth in their performance on benchmarks per six weeks. Staff Responsible for Monitoring: Career and Technology Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Strategy 3: Interventions - a) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). Strategy's Expected Result/Impact: Improve student performance for all populations on classwork and assessments. Staff Responsible for Monitoring: Career and Technology Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Strategy 4: Staff Development - a) Region One Trainings b) Staff Development c) Conferences Strategy's Expected Result/Impact: Teacher Certifications and improvement of students' performance. Staff Responsible for Monitoring: Administration, Teachers and Presenters. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
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| Strategy 5: 5) Strategy 5: Materials a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. Strategy's Expected Result/Impact: Improve student performance for all populations on classwork and assessments. Staff Responsible for Monitoring: Career and Technology Teachers, Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 14: By Spring 2023, 100% of the students will achieve mastery in the Spanish I course. They will be able to hold a conversation with other Spanish speaking person inside and outside the classroom.

Evaluation Data Sources: OEY Evaluations

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Strategy 1: Curriculum -</p> <p>a) Students will listen to, repeat after, and imitate speech by teacher and other speakers of Spanish. They will hear and emulate native pronunciation and intonation as they increase their listening comprehension and speak with vocabulary appropriate for Spanish I</p> <p>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.</p> <p>c) Students will learn writing skills including spelling and punctuation in Spanish. They will be able to discern incorrect spelling in printed material. They will increase skill in both use of the computer keyboard, including changing keyboard into Spanish, and in writing by hand. Standard writing skills, such as the use of the writing process, will be transferred to Spanish. A journal will be kept second</p> <p>d) Students will learn about culture of Spanish-speaking people in Mexico and other Spanish-speaking countries and learn of Spanish speakers in this country. They will learn related history, geography, art, and other aspects of culture as they have affected our students and as they affect current events. They will learn of famous people from other countries and eras and will also learn how culture, education, and language can affect career opportunities.</p> <p>Staff Responsible for Monitoring: Teachers and Students</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Strategy 2: Technology -</p> <p>a) Manipulative, perishable and non perishable items, audio and visual aids, consumables workbooks, reading materials (ie: newspapers, magazines, books), springboard materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.</p> <p>Staff Responsible for Monitoring: Teacher and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Strategy 3: Intervention - a) Students will use internet, 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 Staff Responsible for Monitoring: Teachers and Students Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| 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. Staff Responsible for Monitoring: Teachers and Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| 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. Staff Responsible for Monitoring: Teachers and Administration Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 15: By Spring 2023, 100% of technology resources will impact student success in literacy through the development and implementation of a virtual blended learning program that utilizes data, high-quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Sources: Weslaco ISD Surveys
Data from Blended Learning Grant recipients (BOY/EOY)

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1 - Curriculum: Support teachers with curriculum to improve student technology literacy and skills. This includes apps and software bought by the state, district and campus. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR Staff Responsible for Monitoring: Teachers Instructional Coach Admin District Personnel Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Title 1, Part A - \$195,162, - State Comp Ed (SCE) - \$76,420 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Strategy 2 - Technology: 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: Instructional Coach Teachers Admin Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Strategy 3 - Staff Development: a)Staff: Meet with teachers on a regular basis to ensure that they are integrating technology in their lessons. Sit it on team meetings and plan lessons with teachers that will help students learn and at the same time acquire and use technology skills b)Students: Provide support to students so that the campus technology expectations are met c) IC: Attend staff development to ensure professional growth continues and to provide staff and students with the latest technology items. Strategy's Expected Result/Impact: Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development. Staff Responsible for Monitoring: Instructional Coach Teachers Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: - State Comp Ed (SCE) - \$123,541, - Title 1, Part A - \$93,199 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: Strategy 4: Materials - Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development Staff Responsible for Monitoring: Instructional Coach Admin District Personnel Title I: 2.4, 2.5, 2.6 - Funding Sources: - Title 1, Part A - \$7,946 | Formative | | | Summative |
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Goal 2: POSITIVE LEARNING ENVIRONMENT-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 and staff members on campus

High Priority

Evaluation Data Sources: Documentation of all safety strategies executed throughout the year such as hold, secure (lock-out), lockdown, evacuate, fire, and shelter drills.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passageways. Bi-monthly drills such as: -secure (lock-out) -lockdown -shelter in place -hold -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: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - General Fund, - Title 1, Part A | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Strategy 2: Safety - All staff members will receive training on how to properly address a crisis. Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. Staff Responsible for Monitoring: All professional staff All support staff Crisis Team Administration Security Guards Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - General Fund, - Title 1, Part A | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff. 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: 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Strategy 4: Health - All staff members receive training on proper health and hygiene practices pertaining to COVID-19 Strategy's Expected Result/Impact: Prevent and mitigate the spread of COVID-19 for students and staff. Staff Responsible for Monitoring: Administration Nurses Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Strategy 5: Health: Provide an environment that promotes the best practices to prevent and mitigate the spread of COVID-19 for students and staff. -Effectively clean and sanitize all areas on campus -Post health, hygiene, and social distance signs throughout the school -Provide all staff and students the personal protective equipment needed to maintain a safe environment. Strategy's Expected Result/Impact: Prevent and mitigate the spread of COVID-19 for students and staff. Staff Responsible for Monitoring: Administration Security Custodial Nurses Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 2: POSITIVE LEARNING ENVIRONMENT-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 and staff members.

High Priority

Evaluation Data Sources: Disseminated and reviewed Teacher & Staff Assignment Duty schedule to all staff, Rapture sign ins, security guard safety inspection, only having the North school gates open during school hours and having a full time SRO on campus.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety. 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: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Strategy 2: Secure Campus -All visitors to Central Middle School will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.</p> <p>Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being.</p> <p>Staff Responsible for Monitoring: Receptionist</p> <p>Attendance Clerk</p> <p>Office Staff Members</p> <p>Administration</p> <p>Security Guards</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1, Part A</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Strategy 3: Secure Campus -Weslaco ISD has installed gates surrounding all access points of entries to Central Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety. Limited access points to building requiring a card reader and ID badge. Camera/door bell system installed at the entrance of our main building.</p> <p>Strategy's Expected Result/Impact: Monitor and secure all staff members, students and ensure everyone's safety.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Security Guards</p> <p>All staff members</p> <p>All teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1, Part A</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Strategy 4: Secure Campus -Central Middle School's 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. Remind app is also used to communicate via cell phone during emergencies. The school intercom is also used to announce drills or emergencies.</p> <p>Strategy's Expected Result/Impact: Communication by radio, cellphone, and intercom in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Security Guards</p> <p>Office Staff</p> <p>ISS staff member</p> <p>Custodian</p> <p>Safety and Security Director</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1, Part A</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 5: Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Central Middle School students, staff members, and premises. Exterior door sweeps are performed daily. Problems with any doors are reported and fixed within the same day. Night locks installed on all classroom doors to enhance safety.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Security Guards</p> <p>Safety and Security Director</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title 1, Part A</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Strategy 6: Surveillance - Monitor the inside of school buildings and campus grounds by utilizing surveillance cameras to assist with security.</p> <p>Strategy's Expected Result/Impact: Minimize potential discipline, safety, and security problems. Surveillance footage provides extra evidence of incidents.</p> <p>Staff Responsible for Monitoring: Security Guards Administration</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 3: By Spring 2023, the school's goal is to continue to create a technology-rich school by incorporating technology and technology programs in the classroom. Using Common Sense Media videos and lessons to implement in the classroom in order to help students make safer and smarter online choices.

Evaluation Data Sources: Surveys and Certificates.

Common Sense Media

Common Sense Certification Class.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Strategy 1: Technology-Rich School - Central Middle School will invest and maintain one to one ratio of chrome books for all students in the classrooms. Strategy's Expected Result/Impact: Provide all content area teachers Chromebooks to be 1 to 1 in the classroom for the improvement of instruction. Staff Responsible for Monitoring: Administration Instructional Technology Coach Title I: 2.4, 2.5, 2.6 Funding Sources: - State Gifted and Talented (G/T) - \$921, - State Special Education - \$2,587, - State Comp Ed (SCE) - \$18,774, - State Bilingual/ESL - \$12,483, - General Fund - \$19,624, - Title 1, Part A - \$10,883, - General Fund - \$5,600 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Strategy 3: Technology-Rich School - A) All teachers will complete the requirements to become a Common Sense Media Certified School. B) Students will receive instruction on digital citizenship. Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. Staff Responsible for Monitoring: All Teachers Librarian Instructional Technology Coach Administration Title I: 2.4, 2.5, 2.6 Funding Sources: - Title I, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Strategy 4: Technology-Rich School - A) Computer programs will be implemented such as but not limited to: -Google Apps | Formative | | | Summative |
| | Nov | Jan | Mar | June |

- I-station
- Apex
- Imagine Math
- StemScopes
- Rosetta Stone
- Edgenuity Pathblazer
- Readworks
- Go Math
- Brain Pop
- EdPuzzle
- Wyzer

B) Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.

Strategy's Expected Result/Impact: Students will show growth on their STAAR assessments.

Staff Responsible for Monitoring: Teachers
Instructional Technology Coach
Administration

Title I:
2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: To mitigate the spread of COVID-19 on campus for students and staff

Evaluation Data Sources: Disseminated and reviewed district back-to-school action plan. Information provided to teachers during staff development and available in the faculty information booklet. Students and staff are provided with desk shields, sanitizer, wipes, and wear masks. Soap dispensers and air filter units are in all classrooms. Sanitizer, handwashing, and sensor water filling stations throughout the campus. Frequent cleaning and sanitation by custodial staff. The campus has an isolation unit for students with COVID or who have been exposed. Rapid COVID testing is available for staff and students that are asymptomatic on campus. Vaccination dates and locations are advertised to students, staff, and the community. The COVID response team follows all CDC, TEA, and district guidelines to ensure student and staff safety including contact tracing and providing virtual instruction for those who can not come to campus.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide staff development to all staff members to mitigate the spread of Covid-19 and other communicable diseases such as the flu and common cold. Strategy's Expected Result/Impact: Decrease the number of Covid-19 cases. Staff Responsible for Monitoring: Covid-19 response team, Nurses, and campus administration Funding Sources: - ESSER - \$2,275 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 1: In an effort to ensure student success, the campus social worker, along with other campus personnel, will strengthen and increase our parent and community engagement in schools by 5% by informing parents, families and the community of Title I Part A requirements by hosting monthly meetings to discuss the following: parent portal, report cards, student reading levels, attendance, campus safety precautions, drugs and substance abuse awareness for parents, mental health, bullying, college and career readiness, financial planning, STAAR tests, Dual Enrollment , TSI testing and resources,.





High Priority

HB3 Goal

Evaluation Data Sources: Monthly Meetings, Parent sign-in sheets, In person Meeting Parent sign-in sheets, parent surveys & evaluations

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Collect parent and student surveys, contact logs including /tracking parent participation through virtual zoom tracking. Strategy's Expected Result/Impact: Increase parental involvement to strengthen Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students, and Administration. Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus events and meetings such as parent-teacher conference and home visits. Provide MTSS training to enhance student to teacher, teacher to parent, teacher to admin, and school to community relationships. Strategy's Expected Result/Impact: Parents are engaged and participate in campus events/activities through zoom/in person meetings. student achievement increases. Students and parents are more motivated to learn thus be more successful in school Staff Responsible for Monitoring: Student, Teacher, Parent, Administrator, Instructional Technology Coach Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week. Bully prevention, Conduct mental health awareness meetings. Virtually/In person Strategy's Expected Result/Impact: Students are aware of the negative affects of drugs and bullying. It will also increase attendance. Staff Responsible for Monitoring: Social Worker, Teachers, Administrators Title I: 2.5, 2.6, 4.1, 4.2 - Additional Targeted Support Strategy Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: The community will provide resources and partnerships that meet the needs of our Central MS families such as: Meet the Teacher Night, Red Ribbon, Open House Tech Night, Career Fair, Meet the Middle School Events. Virtually/In person meetings. Strategy's Expected Result/Impact: Increased collaboration between parents, students, and community members. Staff Responsible for Monitoring: Social worker, teachers, administrators, students, and parents. Title I: 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - Title 1, Part A, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Invite parents to participate in monthly school meetings & training specifically for parents virtually/in person. Strategy's Expected Result/Impact: Create better parent, school relationship, positive school culture Staff Responsible for Monitoring: reports, surveys, Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title 1, Part A | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 6: Students and parents are given vouchers and supplies (as requested) in order to help students succeed when students are in need. Strategy's Expected Result/Impact: Student success in the classroom Staff Responsible for Monitoring: social worker, teacher referral of students, and administration referral of students Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title 1, Part A | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div> | | | | |

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

Performance Objective 2: In an effort to ensure student success, the campus social worker, along with other campus personnel, will include supporting documentation for each parent monthly meeting such as: meeting agenda, flyer, meeting notes, sign-in sheet, and a copy of the presentation during the meeting and on the school website. The monthly meetings will be scheduled twice at a flexible time for parents.

High Priority

HB3 Goal

Evaluation Data Sources: Meeting agenda, flyer, meeting notes, sign-in sheet, copy of the presentation uploaded to school website

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

Performance Objective 3: In an effort to provide a positive learning environment for all students, the campus social worker will provide the Parent-Student-Teacher Compact, a document outlining the responsibilities of each stakeholder in a students' education, by disseminating it, explaining it to the students, and sending it home to get signed by the parents. The Parent -Student-Teacher Compact is also available on the school website under the "Parent Info" tab.

High Priority

HB3 Goal

Evaluation Data Sources: Parent-Student-Teacher-Compact (also uploaded to school website)

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

Performance Objective 4:

The social worker, along with other campus personnel, are determined to engage parents, families and communities, virtual or face-to-face, to become active partners in the education and success of their students by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: Parent Contact Logs, phone calls and emails to parents, parent-teacher conferences, monthly parent meetings, school messenger, K-WES and social media (Facebook and Twitter) communication with parents

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

Performance Objective 1: By Spring 2023, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist all students Meets 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Staff will attend staff development trainings in the areas as follows:</p> <ul style="list-style-type: none"> -T-TESS -SLO -Core Content Programs -EB -SPED Accommodations -Technology -State Assessments -PLC -NWEA <p>Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.</p> <p>Staff Responsible for Monitoring: -District Personnel</p> <ul style="list-style-type: none"> -Administration -Instructional Technology Coach -Staff <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title 1, Part A, - State Gifted and Talented (G/T), - State Bilingual/ESL, - State Special Education, - General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Performance Objective 1: By Spring 2022, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resources to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide resources and implement services and programs with the aim of upgrading our entire educational program. Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments. Staff Responsible for Monitoring: -Administration -Instructional Technology Coach -Department Heads Title I: 2.4, 2.5, 2.6 Funding Sources: - Title 1, Part A, - State Gifted and Talented (G/T), - State Bilingual/ESL, - State Special Education, - General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for Central Middle School

Total SCE Funds: \$25,000.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Central Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|---------------------|------------|
| Francisco Saucedo | Counselor Clerk | 1 |
| Oscar Lopez | Social Worker | 1 |
| Sandra Cerda | Instructional Coach | 1 |
| Tomas C. Cantu | Instructional Coach | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------------|--------------------|------------------|------------|
| Consuelo Cavazos | Teacher LEP | Title III Part A | 1 |
| Gilbert Benavides | Library Aide | Title I Part A | 1 |
| Julie Ann Meza | LVN | Title I Part A | 1 |
| Kassandra Carlotta Zapata | Instructional Aide | Title I Part A | 1 |
| Raquel Jasso | Sp. Ed. Aide | Title I Part A | 1 |
| Richard Montano | Instructional Aide | Title I Part A | 1 |
| Rosalinda Cantu | Media Aide | Title I Part A | 1 |

Campus Improvement Committee

| Committee Role | Name | Position |
|----------------------------|---------------------|----------------------------|
| Administrator | Enrique Ornelas | Principal |
| Classroom Teacher | Adrian Garcia | 8th Math Teacher |
| Classroom Teacher | Zeniff Moreno | Science Teacher |
| Classroom Teacher | Rosalinda Pinkerton | 8th Social Studies Teacher |
| Non-classroom Professional | Velma Zapata | Librarian |
| Non-classroom Professional | Tom Cantu | Instructional Coach |
| Classroom Teacher | Consuelo Cavazos | Read 180 |
| Classroom Teacher | Jennifer Krieger | 8th grade reading |
| Classroom Teacher | Monica Martinez | PE |
| Administrator | Dorothy Serna | Assistant Principal |
| Administrator | Rommel Rodriguez | Assistant Principal |
| Non-classroom Professional | Juana Bazaldua | Nurse |
| Non-classroom Professional | Oscar Lopez | Social Worker |
| Classroom Teacher | Amanda Rodriguez | CATE |
| Classroom Teacher | Rachel Saldana | Theatre Arts |
| Classroom Teacher | Ramon Castillo | Art Teacher |
| Classroom Teacher | Arnoldo Olivares | Spanish Teacher |
| Administrator | Christina Rodriguez | Assistant Principal |
| Paraprofessional | Dora Martinez | Secretary |
| Non-classroom Professional | Jennifer Acosta | Counselor |
| Classroom Teacher | Anayenzi Araujo | Teacher |

Campus Funding Summary

| State Gifted and Talented (G/T) | | | | | |
|---------------------------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 10 | 1 | | | \$0.00 |
| 1 | 10 | 2 | | | \$0.00 |
| 1 | 10 | 4 | | | \$0.00 |
| 2 | 3 | 1 | | | \$921.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$921.00 |
| State Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 4 | | | \$0.00 |
| 1 | 10 | 1 | | | \$0.00 |
| 1 | 10 | 2 | | | \$0.00 |
| 1 | 10 | 4 | | | \$0.00 |
| 2 | 3 | 1 | | | \$2,587.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$2,587.00 |
| State Comp Ed (SCE) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$1,331.00 |
| 1 | 2 | 3 | | | \$8,669.00 |
| 1 | 7 | 1 | | | \$26,447.00 |
| 1 | 11 | 1 | | | \$34,684.00 |
| 1 | 15 | 1 | | | \$76,420.00 |
| 1 | 15 | 3 | | | \$123,541.00 |
| 2 | 3 | 1 | | | \$18,774.00 |
| Sub-Total | | | | | \$289,866.00 |

| State Bilingual/ESL | | | | | |
|---------------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 4 | | | \$763.00 |
| 1 | 10 | 1 | | | \$0.00 |
| 1 | 10 | 2 | | | \$0.00 |
| 1 | 10 | 4 | | | \$0.00 |
| 2 | 3 | 1 | | | \$12,483.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$13,246.00 |
| Title 1, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 4 | | | \$0.00 |
| 1 | 10 | 1 | | | \$0.00 |
| 1 | 10 | 2 | | | \$0.00 |
| 1 | 10 | 4 | | | \$0.00 |
| 1 | 15 | 1 | | | \$195,162.00 |
| 1 | 15 | 3 | | | \$93,199.00 |
| 1 | 15 | 4 | | | \$7,946.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 2 | 3 | | | \$0.00 |
| 2 | 2 | 4 | | | \$0.00 |
| 2 | 2 | 5 | | | \$0.00 |
| 2 | 3 | 1 | | | \$10,883.00 |
| 2 | 3 | 2 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |

| Title 1, Part A | | | | | |
|-----------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 5 | | | \$0.00 |
| 3 | 1 | 6 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$307,190.00 |
| General Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 5 | | | \$4,167.00 |
| 1 | 6 | 4 | | | \$0.00 |
| 1 | 10 | 1 | | | \$0.00 |
| 1 | 10 | 2 | | | \$0.00 |
| 1 | 10 | 4 | | | \$0.00 |
| 1 | 11 | 1 | | | \$4,963.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| 2 | 3 | 1 | | | \$19,624.00 |
| 2 | 3 | 1 | | | \$5,600.00 |
| 2 | 3 | 2 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$34,354.00 |

| ESSER | | | | | |
|-----------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 11 | 1 | | | \$17,782.00 |
| 2 | 4 | 1 | | | \$2,275.00 |
| Sub-Total | | | | | \$20,057.00 |