

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



Mission Statement

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

- facilitating in our students the intrinsic value of learning,
- instilling a sense of self worth, and
- building champions who will succeed in a technologically developing world.

Vision

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

- To utilize technology as a tool to create 21st Century learners, access resources, synthesize, and communicate with others
 - To acquire technology skills by providing learning programs for our students, faculty, and staff
 - To provide access to real-time students' testing data to faculty, and utilize data to differentiate instruction
 - To provide students and parents with real-time access to their teachers and curriculum.
- To continue training staff with district's initiatives such as: higher-order thinking skills, engage students, provide authentic real-world relevance, and use technology when appropriate (HEAT).
 - To provide an online presence to enable students to engage with instruction anytime/anywhere.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Armando Cuellar Middle School (CMS) is located in Weslaco, TX. The community is located at the southern tip of Texas in the Rio Grande Valley and is near the Rio Grande River, across the border from the Mexican city of Nuevo Progreso, Tamaulipas, and is about 59 miles west of South Padre Island and the Gulf of Mexico. As the Rio Grande Valley fosters a more regional perspective, Weslaco is well positioned to accommodate the needs of logistics, manufacturing and higher education because of its central location to a growing regional population of over 1.4 million. Weslaco is a desirable place for young families, retirees and those families in between. Dr. Armando Cuellar Middle School's enrollment at the beginning of the 2022-2023 school year was 628 students. We anticipate a 5% increase throughout the 2022-2023 school year. The breakdown by grade level is as follows: 6th-214, 7th-182, and 8th-232. This equates to a 99% Hispanic population. Eighty-four percent of the students are from a low socio-economic status.

Dr. Armando Cuellar Middle School serves the following populations: 33% Emergent Bilingual (EB), 40% at-risk, 84% economically disadvantaged, 4% Gifted Talent, 11% Special Education, 2% Migrant, and 14% Vocational. Dr. Armando Cuellar Middle School (CMS) has several highly successful programs targeted to assist at-risk and special needs students.

For 2022-2023, Dr. Armando Cuellar MS has 51 teachers. We have two new teachers hired to the district for our campus, and three new teachers hired to our campus. Our campus now has an Instructional Coach for both Literacy and Numeracy. According to the Texas Academic Performance Report (TAPR), 89% of the teachers are Hispanic. Fifty-two percent of the teachers have less than 10 years experience and the average years of experience for the campus is 16 years. The average number of students per teacher is 14.

Dr. Armando Cuellar Middle School is predominantly Hispanic, as noted in the demographic summary. With a student population of 628 students, two major focus points of our campus are student and staff safety and safe student participation in school activities. Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically. We have 100+ student athletes on our campus, which means 15% of our student body participates in at least one UIL sport. In addition to athletics, we have Fine Arts, UIL Academics and additional clubs in which students may participate. Our campus works with community members to provide opportunities to bring the community and our students together.

Demographics Strengths

- Our Math Department was in Quartile 1 in Accelerated Student Progress, 7th Grade Performance, and Algebra I Performance.
- Our Social Studies Department was Quartile 1 in Social Studies Performance and earned their Distinction in 2021-2022.
- Extended Day 2021-2022 served about 120 students to help them pass the classes. Extended Day, Saturday School and TCLAS (Texas Covid Learning Accelerated Supports) will be offered this school year. Our aim is to increase the rate of participation and success. Community involvement included Senior Citizen Community Outreach, Veteran's Day, monthly parental meetings, Meet the Middle School Night, Accelerated Academic Meetings, Early College Recruitment Meetings, participation in the community Christmas Parade, and other community outreach

events.

- Dr. Armando Cuellar Middle School is in the planning stages of becoming a Fine Arts Academy for Weslaco ISD.

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3 (Prioritized): Roughly 41% of our students did not meet standard on STAAR last year. **Root Cause:** Due to the long term effects of COVID-19, an unknown yet significant number of students are still experiencing learning gaps acquired during remote learning. COVID-19 is still affecting students and resulting in poor attendance.

Student Learning

Student Learning Summary

Dr. Cuellar Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction. The following summary describes the student achievement with regards to the 2022 STAAR Performance Report from the 2022 Accountability and the Domains. Our campus will be working closely with learning loss of 50% of our students.

Student Academic Achievement Summary

Dr. Armando Cuellar Middle School is provided a detailed overview of the successes and necessary improvement through TEA on yearly basis.

Accountability Rating:

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

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

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

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

Campus Overall Rating Calculation from 2018

Dr. Cuellar Middle School - Campus Overall Rating Calculation					
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of student Achievement or School Progress	Weight	Weighted Points
Student Achievement	35=65 (Scaled Score)				
School Progress, Part A	70=77 (Scaled Score)	77			
School Progress, Part B	35 w/ 75% Eco Dis = 85	77	85.4	70%	53.9
Closing the Gaps	38 = 72 (Scaled Score)			30%	21.6
Overall Score					76
2022 Campus Overall Rating					Met Standard - C

2018 Campus STAAR Component Score

Dr. Cuellar Middle School - STAAR Component Score							
STAAR Performance	Reading	Math	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	617	618	n/a	233	231	1699	
Approaches Grade Level or Above	386	368	n/a	152	100	1006	59%
Meets Grade Level or Above	225	208	n/a	69	46	548	32%
Masters Grade Level	119	93	n/a	20	29	261	15%
Total Percentage Points							106
Student Achievement Domain STAAR Component Score (Total Percentage Points Divided by 3)							35

Student Learning Strengths

Student Academic Achievement Strengths based on 2021-2022 Data

- Dr. Armando Cuellar Middle School received the Texas Education Agency's rating of Met Standard C for the 2021-2022 school year.
- Distinction Designation in Academic Achievement in Social Studies- campus was in the top 25 percent of the comparison group.
- Postsecondary Readiness was ranked in the top 25 percent of the comparison group.
- Our Math Department was in Quartile 1 in Accelerated Student Progress, 7th Grade Performance, and Algebra I Performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The problem is 68% of all students are not obtaining the Meets Level in all core subject areas. **Root Cause:** 68% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2 (Prioritized): Only 17% of our Special Education, 14% of EL (current), and 19% of EB(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 32% non-Special Education and non EB. **Root Cause:** Special Education and EB students function below grade level and lack fluency and

comprehension of subject matter. When assessed, we can see a deficit among these student populations.

School Processes & Programs

School Processes & Programs Summary

Dr. Armando Cuellar Middle School strives to provide students with an opportunity to excel in extra-curricular activities. Our campus provides Fine Arts programs that include band, orchestra, choir, art, dance, theater arts, and mariachi. A variety of UIL sports are offered for both boys and girls. These include cheerleading, cross country, football, volleyball, tennis, soccer, basketball, golf, softball, track, baseball, and swimming. UIL Academics are also offered including studies in art/music recognition, poetry/prose, chess, maps/chart reading, and calculators. 7th/8th Grade students at Dr. Armando Cuellar Middle School are offered CATE classes for high school credit: Digital Design and Media Production, College and Career Readiness, and Principals of Arts, Audio/Video Technology and Communications. Students may also qualify to participate in Advanced Academics courses such as English I and Algebra. Spanish as a foreign language for High School credit is also offered. Students are encouraged to seek out leadership/outreach opportunities in afterschool clubs such as student council and yearbook. CMS also has a drama club, art club, Faith club, and Fitness Club. 7th and 8th Grade students are eligible to qualify for the National Junior Honor Society, a national organization that promotes the values of scholarship, service, leadership, character, and citizenship within a school. Gifted and Talented students participate in a pull-out program for 60- minutes of accelerated instruction throughout the week. This accelerated instruction is structured and provided by a certified instructor housed on campus.

Dr. Armando Cuellar Middle School students are scheduled into seven 55 minute periods per day. Content area and elective teachers along side Instructional Coaches meet as a department in their Professional Learning Community (PLC) bi-weekly for planning. As a PLC, teachers work on lessons and assessment design, analyze data, and examine instructional strategies. Campus PLCs strive to improve student performance through common formative and summative assessments. They then use that data to implement the educational strategies that best meet student needs. Every six weeks, each department also sends a representative to district PLC meetings organized by Content Strategists. Each content area shares a conference period which allows for informal collaboration among teachers and administration. Our campus has identified two instructional areas of focus: continuous and focused data analysis and increased rigor in the classroom. These two areas drive PLC teacher trainings. All teachers have been challenged to implement Reading and Language Arts focused strategies to increase student learning and writing across the curriculum.

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

Dr. Armando Cuellar MS staff and students utilize a wide array of technology in the classroom. Each classroom has been outfitted with an access point in order to strengthen network infrastructure. They are able to access the Internet throughout the building in their classes. Classroom teachers are able to determine the use of the student devices in their classroom. Technology at Dr. Armando Cuellar includes teacher-issued laptops and every student has been issued a chromebook for academic use.

School Processes & Programs Strengths

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

- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common STAAR reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- Professional Learning Communities (PLCs) have created cohesiveness within content areas.
- PLCs have increased the rigor of classroom instruction.
- Teachers/Staff use a wide range of technology resources.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Administration and teachers have identified a need for training to increase both rigor in the classroom and strategies for accelerated learning to close learning gaps. **Root Cause:** Teacher results on assessments indicate that students in all demographics are not performing at the Meets level.

Perceptions

Perceptions Summary

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

Dr. Armando Cuellar Middle School places a priority on creating a family and community friendly school environment. Our leadership team would like to increase our family and community engagement initiatives. We know that communication is a key way to engage parents and the community. In addition to information shared through social media platforms, ACMS will be having monthly meetings with parents and inviting guest speakers from the community to speak to parents about the importance of school involvement.

Perceptions Strengths

Dr. Armando Cuellar Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards and three administrators.
- Discipline data confirms that the campus's conflict resolution program and discipline prevention/intervention programs are working well.
- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers are implementing best practices/ high-yield instructional strategies to increase student engagement.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.
- SpEd teachers attend monthly meetings to garner best practices to be utilized with Special Ed population.
- Monthly parent meetings that incorporate District designated topics.
- Promote attendance and campus culture by recognizing students who maintain 97% attendance. Students are also showcased at parent meetings, through social media, Student of the Month, Honor Roll, Athlete of the Week, and Six Week Mathletes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher and parent surveys have shown a need to increase parent involvement across various school events and activities. **Root Cause:** Campus has not established enough opportunities for parents to get involved.

Priority Problem Statements

Problem Statement 7: Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students.

Root Cause 7: Special Education students are functioning below grade level, and STAAR test is assessed on grade level.

Problem Statement 7 Areas: Demographics

Problem Statement 2: The problem is 68% of all students are not obtaining the Meets Level in all core subject areas.

Root Cause 2: 68% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Administration and teachers have identified a need for training to increase both rigor in the classroom and strategies for accelerated learning to close learning gaps.

Root Cause 3: Teacher results on assessments indicate that students in all demographics are not performing at the Meets level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teacher and parent surveys have shown a need to increase parent involvement across various school events and activities.

Root Cause 4: Campus has not established enough opportunities for parents to get involved.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Emergent Bilinguals (EB) across all grade levels are not passing STAAR at the same rate as non-EB students.

Root Cause 6: EBs lack academic fluency and comprehension in English but are tested in their non-native language.

Problem Statement 6 Areas: Demographics

Problem Statement 5: Only 17% of our Special Education, 14% of EL (current), and 19% of EB(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 32% non-Special Education and non EB.

Root Cause 5: Special Education and EB students function below grade level and lack fluency and comprehension of subject matter. When assessed, we can see a deficit among these student populations.

Problem Statement 5 Areas: Student Learning

Problem Statement 1: Roughly 41% of our students did not meet standard on STAAR last year.

Root Cause 1: Due to the long term effects of COVID-19, an unknown yet significant number of students are still experiencing learning gaps acquired during remote learning. COVID-19 is still affecting students and resulting in poor attendance.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By Spring 2023:

The percentage of Emergent Bilingual (EB) students who score at the Meets level on the Reading Language Arts STAAR will be at 29% or higher.





The percentage of Special Education students who score at the Meets level on the Reading STAAR will be at 19% or higher.

The percentage of ALL students who score at the Meets Level on Reading STAAR will be at 44% or higher.

Evaluation Data Sources: STAAR data, NWEA Map Scores, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment, and TCLAS.

Strategy 1 Details	Reviews			
Strategy 1: Provide students with effective and evidence based curriculum and resources. To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, scaffolding, peer groups, and technology based programs such as iStation, Summit K-12, Quizizz, NoRedInk, Read 180, Rosetta Stone, StudySync, Edpuzzle, NewsELA, Scholastic, Nearpod, Wizer.me, Language Live, APEX, Nearpod and Flocabulary. Students will also be provided with opportunities for accelerated learning through Extended Day, STAAR Enrichment, and Saturday School. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Comp Ed (SCE) - \$221,454, - Title 1, Part A - \$312,077, - State Comp Ed (SCE) - \$11,365, - State Comp Ed (SCE), - Title 1, Part A, - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: To increase and encourage the usage of technology and blended learning model in the classroom. To give ample opportunity to extend interaction with peers of varying English proficiency levels. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A, - Title 1, Part A, - Title 1, Part A, - Title 1, Part A, - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: To provide interventions and differentiated instructional methods to help ensure student growth and success. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: To provide content focused staff development for RLA teachers that results in changes to teacher practices and improvements to student learning outcomes. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who score at the Meets Level on Math STAAR will be at 46% or higher. The percentage of Special Education students who score at the Meets Level on the Math STAAR will be at 23% or higher. The percentage of EB students who score at the Meets Level on the Math STAAR will be at 40% or higher.

Evaluation Data Sources: STAAR data, NWEA Map Scores, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment, and TCLAS.





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the use of personalized learning and differentiation which allows students to utilize their critical thinking and problem solving skills through the use of the following resources:</p> <ul style="list-style-type: none"> -TEKS Resource Performance System -Thinking Maps -Brain POP -Online Textbook -ALEKS -Online Instructional videos -Imagine Math -Extended Day/Saturday School/STAAR Enrichment -Prodigy -Maneuvering the Middle -EdPuzzle -Texas Regional Educational Resources/Engaging Mathematics -Classkick -Screencastify -Wizer.me -Math Scholastic -Sirius <p>Strategy's Expected Result/Impact: Students will have the opportunity to use technology/digital media at school/home to improve math skills.</p> <p>Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Campus Instructional Coach</p> <p>Administrators</p> <p>District Math Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE) - \$10,000, - Title 1, Part A - \$2,617, - General Fund - \$0, - State Bilingual/ESL - \$0, - State Special Education - \$0, - State Gifted and Talented (G/T) - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 3: By the end of the 2022-2023 school year, the percentage of students who score at the Masters Level on the Social Studies STAAR will be at 12% or higher.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, color bands, and administration recommendations. Students attendance in Extended Day.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Sirius STAAR Prep consumables and manual to reinforce or introduce key content. Social Studies will also use the following resources: Quizizz, Progress Learning, Sirius, Lowman Education App, and TRS Based STAAR Review Consumable. Use Kahoot, Quizizz & Quizlet to help reinforce key vocabulary and content. Strategy's Expected Result/Impact: All students will show growth on Mini Assessments, Benchmarks, STAAR Assessment, Formal and informal assessments. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Comp Ed (SCE) - \$0, - Title 1, Part A - \$0, - General Fund - \$0, - State Bilingual/ESL - \$0, - State Special Education - \$0, - State Gifted and Talented (G/T) - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will work 1:1 on chromebooks using E-Docs as reference tools and create thinking maps. Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, Title I: 2.4, 2.5, 2.6 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data through Eduphoria Aware Strategy's Expected Result/Impact: Students will show growth in scores in mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist Title I: 2.6 Funding Sources: - State Comp Ed (SCE) - \$0, - Title 1, Part A - \$0, - General Fund - \$0, - State Bilingual/ESL - \$0, - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will use screencasting and Nearpod to listen to presentations at their own pace and use as a reference tool. Students will use Flipgrid to increase their fluency. Strategy's Expected Result/Impact: Students will show growth in scores in mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Comp Ed (SCE) - \$0, - Title 1, Part A - \$0, - General Fund - \$0, - State Bilingual/ESL - \$0, - State Special Education - \$0, - State Gifted and Talented (G/T) - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By the end of the 2022-2023 school year, the percentage of students who score at the Masters Level on the Science STAAR will be at 19% or higher.

Evaluation Data Sources: STAAR data, NWEA Map Scores, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment, and TCLAS.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students. Strategy's Expected Result/Impact: Science teachers will be better prepared to differentiate instruction to meet the needs of all learners. Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will utilize innovative and technological resources such as EDUsmart, STEMSCOPES, ED Puzzle, Quizlet, Quizizz, Nearpod, Flipgrid, DiscoveryEd, Class Kick, Progress Learning, Kessler Science, Scholastic Science, Summit K-12, Wizer.me, Scientific Minds, and Kahoot, to promote student success due to their research based methods such as the 5E model, real world examples, interactive opportunities, cross curricular connections and the use of visuals.</p> <p>Strategy's Expected Result/Impact: Increased performance for all student populations on both formative and summative assessments including, but not limited to mini-assessments, District Benchmarks, STAAR, projects, presentations and other teacher assessments.</p> <p>Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - State Comp Ed (SCE) - \$0, - General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, innovative programs that develop college, career and service ready leaders.

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

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





Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. Strategy's Expected Result/Impact: All students will show growth on Benchmarks, NWEA Map, Mini assessments, STAAR and EOC. Staff Responsible for Monitoring: Teachers Librarian Campus Administration Instructional Coaches Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books. Strategy's Expected Result/Impact: All students will show growth on Benchmarks, NWEA Map, Mini assessments, STAAR and EOC. Staff Responsible for Monitoring: Teachers Librarian Campus Administrators Instructional Coaches Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Update and maintain the library book collection and resources. Offer opportunities for students to participate in book clubs/competitions. Strategy's Expected Result/Impact: To increase student engagement and literacy; foster a love of reading in all students. Staff Responsible for Monitoring: Librarian Administration Teachers Paraprofessionals	Formative			Summative
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<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, innovative programs that develop college, career and service ready leaders.

Performance Objective 6: By the end of the 2022-2023 school year, our campus' TELPAS participation rate will be at 100% and progress rate will be at 35% or higher.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize programs like Language Live, Rosetta Stone, Starfall, NoRedInk, Flipgrid, SummitK12, and iStation to provide language support and build fluency in speaking, listening, reading, and writing. The campus will also prioritize Writing Across the Curriculum. Strategy's Expected Result/Impact: Students will show growth on TELPAS in all areas. Staff Responsible for Monitoring: General Ed Teachers Special Ed Teachers Administrators ESL Staff Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 1: During the 2022-2023 Academic Year, we will increase student interest in literacy.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with an ample access to reading resources including classroom libraries, campus library, and digital libraries (MackinVIA). Strategy's Expected Result/Impact: There will be an increase in overall reading interest, comprehension, vocabulary, and fluency. Staff Responsible for Monitoring: All classroom teachers Administration Librarian Instructional Coaches Title I: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	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: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will incorporate technology into their curriculum to help support the vertical alignment in their content area. Strategy's Expected Result/Impact: Students will have a stronger foundation in numeracy to help build on from year to year. Staff Responsible for Monitoring: Math Teachers Administration Instructional Coaches	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: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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





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

Strategy 1 Details	Reviews			
Strategy 1: Dr. Armando Cuellar will direct a portion of the school budget for the purchase and replacement of chromebooks that are end-of-life and laptops, and a class set of headphones that are compatible to Chromebooks. Strategy's Expected Result/Impact: Students will create products using Blended lessons, Flipped classrooms, student research projects, Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches Content Area Strategists Title I: 2.4 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete the requirements to become a Common Sense Media Certified School. 2) Students will receive instruction on digital citizenship. Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. Staff Responsible for Monitoring: All teachers, Librarian, Instructional Coaches, and Administrators. Title I: 2.5 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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





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

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive training on how to properly address a crisis. Strategy's Expected Result/Impact: Reduced crisis incidents , properly and swiftly executed crisis prevention intervention Staff Responsible for Monitoring: All professional staff, support staff. Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Science teachers will ensure the classroom environment is a safe and conducive environment by using effective classroom management skills that address lab safety procedures. Strategy's Expected Result/Impact: The students will follow appropriate lab safety procedures and adhere to all safety standards. Staff Responsible for Monitoring: Administration will perform walk-throughs and provide positive feedback to teachers. Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1) Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards. 2)All science classrooms will have safety fire blankets & fire extinguishers. 3)All classrooms are equipped with necessary tools & equipment, supplies and running water in each science laboratory. 4) At least one teacher per grade level will be CPR/AED/First Aid certified. Strategy's Expected Result/Impact: Students will use safety procedures during science classes to ensure minimal safety hazards. Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards. Staff Responsible for Monitoring: Administration, Science Teachers and District Science Strategist Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 7: Provide all teachers with the opportunity for purposeful planning and staff development that focuses on effective teaching practices in the classroom.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, Instructional Coaches, and Administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Provide regular staff development for teachers on embedding technology effectively in the curriculum. Strategy's Expected Result/Impact: Tech-rich blended lessons presented to the staff will be implemented in the classroom to increase student engagement. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Meet weekly for department planning and campus PLCs among peers to discuss and share differentiated lessons. Strategy's Expected Result/Impact: All teachers will effectively provide personalized learning opportunities for their students. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach District Content Area Strategists Title I: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will have multiple opportunities to receive staff development in areas specific to personalized learning, differentiated instruction and data analysis. Strategy's Expected Result/Impact: Attend workshops on curriculum for Personalized Learning, Flipped classrooms, student research projects, Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches, Content Area District Strategists Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

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

Evaluation Data Sources: Annual Parent-Teacher Student Surveys, Parental Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council, community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: Publicize parent volunteer opportunities throughout the year. Strategy's Expected Result/Impact: Increased parental involvement which will result in a strengthened partnership between school and community to increase student success Staff Responsible for Monitoring: Administration Classroom Teachers Library Staff Social Worker Counselors Title I: 4.1 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will use various forms of contact with parents including blackboard messaging system, Google Classroom, Google Voice, phone calls, emails, parent- teacher-conferences, KWES, Remind 101, ClassDojo, School Website, Teacher-sites and other forms of social media. (Facebook, Twitter, and Instagram)</p> <p>Strategy's Expected Result/Impact: Academic Achievement of Students whose parent are engaged and participate in campus activities increases. Students whose parents are more motivated to learn are more successful in school.</p> <p>Staff Responsible for Monitoring: Community Engagement and Workforce Development Coordinator, Central Office Administrators, Campus Administration, Social Worker, Campus Counselors</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide district aligned parent trainings and resources on topics such as effective reading strategies, RGV Lead Ambassador Trainings, Parent Leadership Trainings, PASOS, STAAR, Bullying and Drug Prevention, Mental Health Awareness, Technology and College & Career Readiness.</p> <p>Strategy's Expected Result/Impact: The goal is to maximize the impact of parental engagement which will transition from school to home.</p> <p>Staff Responsible for Monitoring: Community Engagement and Workforce Development Coordinator, Central Office Administrators, Campus Administration, Social Worker, Campus Counselors</p> <p>Title I: 4.2</p> <p>Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation. Strategy's Expected Result/Impact: When parents are engaged and participate in campus events, student achievement increases. Parents will be rewarded throughout the year by attending Region One conference and will be given special recognition at our end of the year awards ceremony. Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

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

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





Strategy 1 Details	Reviews			
Strategy 1: 100% of the teachers will use Google classroom and invite parents to join their classroom through email invite. Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Title I: 4.1 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase modes of social media communication. -Remind 101 -Class Dojo -Instagram -Facebook -Twitter -School Website (cuellar.wisd.us) Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Parent Liaison-Social Worker Librarian Counselors Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Cuellar Middle School will distribute calendars on a monthly basis to keep parents, students, and community informed about Cuellar Middle School events. Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success. Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers . Parent log communication can inform parents the opportunity to volunteer on campus. Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage parent involvement. (volunteering) as CDC guidelines permit. Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success. Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers . Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 4: Strengthen and increase our special education and EB parental involvement and community engagement at Dr. Armando Cuellar Middle School.

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

Strategy 1 Details	Reviews			
Strategy 1: Have at least one special ed. representative at monthly parent meeting to communicate with parents. Strategy's Expected Result/Impact: Increased parental support and greater student success. Staff Responsible for Monitoring: All professional staff Special Education Teachers Administration Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

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





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

Strategy 1 Details	Reviews			
Strategy 1: Monthly parent meetings are promoted through Remind 101, parent calls, use of Facebook and campus website. Parent meetings are informative for STAAR, helping students being successful in the classroom. Once a week during the day computer skills and other parent portal information for parents. Staff Responsible for Monitoring: Administration Social Worker Instructional Coach. Librarian Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus reach out will include both people from the district level and from the broader community of Weslaco/RGV. Strategy's Expected Result/Impact: Increased parental support and greater student success. Staff Responsible for Monitoring: All staff including: Librarian, Band Director, Instructional Coaches, Athletic Coaches, Teachers, Administrators, Cafeteria Staff, Counselors, Security Guards, Attendance Clerk, Social Worker, Athletic Coordinator, Choir Director, District Fine Arts Director Title I: 4.1, 4.2 Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - Title 1, Part A - \$0, - General Fund - \$0, - State Bilingual/ESL - \$0	Formative			Summative
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 6: Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The community will provide resources and partnerships that meets the needs of our WISD families such as: In His Image Uniform Drive, In His steps Shoe Banks, Texas Department of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.</p> <p>Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.</p> <p>Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor</p> <p>Title I: 4.1</p> <p>Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title I, Part A - \$0, - General Fund - \$0</p>	Formative			Summative
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Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-quality, research-based training development and support for all employees

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

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive training from experts in each of the learning disabilities. Strategy's Expected Result/Impact: Increase teacher awareness of disabilities and techniques used to accomodate students with disabilities. Staff Responsible for Monitoring: All teachers All paraprofessionals All security Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: Increase all staff knowledge of both ELPS and Emergent Bilingual differentiation strategies using various district and campus training such as Thinking Maps.

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





Strategy 1 Details	Reviews			
Strategy 1: All staff will receive trainings on different strategies and accommodations for our Emergent Bilingual students. Strategy's Expected Result/Impact: Increased teacher awareness and usage of EB strategies to increase student achievement. Staff Responsible for Monitoring: All teachers Administrators Instructional Coaches Support Staff Title I: 2.4, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - Title 1, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: More training will be available for data assessment, instructional strategies, ELPS , and SIOP. Strategy's Expected Result/Impact: Increased teacher awareness of EB strategies to increase student achievement. Staff Responsible for Monitoring: All teachers Administrators Instructional Coaches District Strategists Title I: 2.4, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Comp Ed (SCE) - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➔</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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

Performance Objective 1: By Spring 2023, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resource to assist students meet grade level or master grade level on STAAR assessments.

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

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 achieve Meets grade level or Masters grade level on STAAR assessments. Staff Responsible for Monitoring: Administration Department Heads Instructional Coaches Support Staff District Strategists Title I: 2.5 Funding Sources: - State Comp Ed (SCE) - \$0, - State Gifted and Talented (G/T) - \$0, - State Special Education - \$0, - State Bilingual/ESL - \$0, - Title 1, Part A - \$0, - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Cuellar Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Cuellar Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Huerta	Instructional Coach	1
Jeremy B. Miller	Instructional Coach	1
Nelda I. Torres	Social Worker	1
Sylvia Quintanilla	Counselor Clerk	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Was developed in September 8, 2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Cesar Mata	CTE Teacher	cjmata@wisd.us	CTE Classroom Teacher	
	Principal		Administrator	EditDelete
Jeremy Miller	Instructional Coach	jmiller@wisd.us	Non-classroom Professional	EditDelete
Isabel Rosas	Science Department Chair	irosas@wisd.us	Science Classroom Teacher	EditDelete
Jose Yanez	Social Studies Department Chair	jyaney@wisd.us	Social St.Classroom Teacher	EditDelete
Nelda Torres	Social Worker/ Parent Liaison	netorres@wisd.us	Non-classroom Professional	EditDelete
Vicki Flores	Asst. Principal	oestrada@wisd.us	Administrator	EditDelete
Fatima Saldana	Special Education Department Chair	masaldan@wisd.us	Sp. Ed. Classroom Teacher	EditDelete
Belinda Saenz	Librarian	bsaenz@wisd.us	Non-classroom Professional	EditDelete
Mariela Martinez	ESL Math Department Chair	sortegon@wisd.us	Math Classroom Teacher	EditDelete
Jose Garza	Math Department Chair	jgarza@wisd.us	Math Classroom Teacher	EditDelete
Rachel Yanez	ELAR Department Chair	rdrury@wisd.us	ELAR Classroom Teacher	EditDelete
David Huerta	Instructional Coach	dhuerta@wisd.us	Non-classroom Professional	EditDelete

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

See pages, 3-14

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our schoolwide plan will be monitored and evaluated every year, using data from the State's assessments and other student performance data, in order to determine if the schoolwide program has been effective in addressing the major problem areas.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

Monthly parent meetings are held on campus between the hours of 5:00 pm - 7:00 pm.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dora A. Ybarra	Instructional Aide	Title I Part A	1
Mariela Martinez	Teacher LEP	Title III Part A	1
Mark Anthony Guerra	Instructional Aide	Title I Part A	1
Ricardo R. Castillo	Library Aide	Title I Part A	1
Vacancy	LVN	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1

Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00

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

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$242,819.00
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00

State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$312,077.00
1	1	1			\$0.00
1	1	1			\$0.00
1	1	2			\$0.00
1	1	2			\$0.00
1	1	2			\$0.00
1	1	2			\$0.00
1	1	2			\$0.00
1	2	1			\$2,617.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$314,694.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00