Weslaco Independent School District

Mary Hoge Middle School

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Hoge Middle School is a 6th - 8th grade Title 1 campus in Weslaco ISD located in Weslaco, Tx. The total number of students enrolled in 2022 is 930 .

The Mary Hoge middle school population is composed of:

99.7% (944) Hispanic,

43.3% (410) ELL

11.6% (110)Special Ed

94.4%(894) Economically Disadvantage

3.3% (31) Migrant.

PEIMS Fall Submission, Mary Hoge Middle school had 930 students and employed 103 staff members.

According to the most recent TAPR Report, teachers serving the campus are 91.9 % Hispanic, beginning teachers account for 0% years of experience, 1-5 years teachers account for 6.5%, teachers with 6-10 years of experience account for 18.8%, 11-20 years of experience account for 45.4% of teachers, and teachers with over 20 years experience account for 21%.

Demographics Strengths

Accountability scaled score of 85/ Rating B -2021-2022

School Progress scaled Score 88 Rating B - 2021-2022

Relative Performance (Eco Dis: 92.9%) scaled Score 80 Rating B-2021-2022

Closing the Gaps- Scaled Score 77 Rating C 2021-2022

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

Mary Hoge Middle School is focused on providing all students 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-centred instruction.

Overview of 2022 Accountability System

State Accountability Ratings

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

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

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

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

2022 Accountability	MHMS Score
Domain I: Student Achievement:	69
Domain II: School Progress:	88
Domain III: Closing the Gap	77

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

A comparison of STAAR 2019 and 2022 scores indicates an improvement needed in the Approaches level for Math, Science and Social Studies.

All Grade Levels	2019	2022

Reading	66	70
Math	84	41
Science	81	71
Social Studies	72	48

The 2022 STAAR scores include performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2022 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	Approaches	Meets	Masters
6th Math	39%	41%	14%	6%
7th Math	51%	28%	12%	9%
8th Math	37%	33%	20%	9%
Algebra	0	6%	13%	81%
6th Reading	44%	28%	16%	12%
7th Reading	28%	29%	20%	23%
8th Reading	22%	37%	25%	16%
English I	0	5%	55%	40%
8th Science	31%	32%	19%	18%
8th Social Studies	53%	34%	8%	5%

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**
Reading	44	37	*	33	29	19
Mathematics	46	40	*	36	40	23

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

- A comparison of English Learners (EL) and nonEL scores indicate a 15% variance.

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

- A comparison of Special Education (SpEd) and All students indicate a variance of 23%
- A comparison of English Learners (EL) and nonEL scores indicate a variance of 6%

Student Learning Strengths

Mary Hoge Middle School received the following Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		69	Not Rated: Senate Bill 1365
STAAR Performance	37	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 92.9%)	37	80	B
Closing the Gaps	59	77	C

2021-2022 STAAR Performance

Overall Performance was a MET STANDARD 85 out of 100 (B Campus Grade)

Student achievement was a MET STANDARD 69 out of 100

School Progress was a MET STANDARD 88 out of 100

Closing the Gap was a MET STANDARD 77 out of 100

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the beginning of the year (BOY) assessment, there is a need for improvement in all core area subjects especially reading and math on STAAR 6-8 for EL students (current and monitored) **Root Cause:** There is a learner loss gap due to the Covid -19 pandemic and the state of students social emotional learning.

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

Problem Statement 3: Based 2021-2022 STAAR Data ther eis an educational need to improve Reading Perfomance in all special pops. **Root Cause:** There is a learner loss gap due to the Covid -19 pandemic where students were quarantined and missed the opportunity of face to face instruction.

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Priority Problem Statements

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

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

Problem Statement 2 Areas: Demographics

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

Root Cause 3: There is a learner loss gap due to the Covid -19 pandemic and SEL learning concerns.

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 1 Areas: Demographics

Goals

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

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

STAAR will show 85% approaches by spring 2023.

Evaluation Data Sources: Social Studies STAAR Data
Benchmarks

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

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

Strategy 2 Details		Reviews			
Strategy 2: Social Studies teachers will attend the social studies training to enhance content strategies, interventions for diverse learners, and improve student engagement. TCSS Fall Conference		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve professional learning and instructional strategies **Staff Responsible for Monitoring:** Campus Admin SS strategist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)					

Strategy 3 Details		Reviews			
Strategy 3: Data analysis with test preparation materials for STAAR social studies		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on NWEA BOY MOY AND EOY, benchmarks, and STAAR/EOC **Staff Responsible for Monitoring:** Campus Admin District strategist		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Planning, collaborating, and sharing in strategies for EB students will be provided during campus PLC.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instructional strategies that lead to improvement in benchmarks, NWEA MAP tests and STAAR. **Staff Responsible for Monitoring:** Campus Admin		**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, request access to Pearson and Realize, All-In-Learning program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on NWEA BOY MOY EOY, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** Social Studies Teachers District Strategist Campus Admin **Funding Sources:** - State Comp Ed (SCE)		**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Integrate Literacy strategies through virtual learning to enhance comprehension of social studies concepts through	Formative			Summative
Word walls	Nov	Jan	Mar	June
Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books Google Voice Kami Discovery Education **Strategy's Expected Result/Impact:** Improved performance for all populations on CBA's, Benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** Social Studies Teachers District Strategist Campus Admin **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE)				

Strategy 7 Details	Reviews			
Strategy 7: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** Social Studies Teachers Campus Admin District Strategists **Funding Sources:** - State Comp Ed (SCE)				

Strategy 8 Details		Reviews		
Strategy 8: Teachers will provide interventions as follows:		**Formative**		**Summative**
Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills.		**Nov**	**Jan**	**Mar**	**June**
Social studies STAAR camps for 8th grade				
Continue to review in SS Reflective Digital Writing Journals and LapBooks				
Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success				
Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP tests, Benchmarks, and the STAAR				
Staff Responsible for Monitoring: Social studies teachers District Social Studies Strategists Campus Admin				
Funding Sources: - State Comp Ed (SCE)				

Strategy 9 Details		Reviews		
Strategy 9: Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Teachers will sustain and improve in the following: *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom				
Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP test, Benchmarks, and the STAAR.				
Staff Responsible for Monitoring: Social Studies teachers District Social Studies Content Coordinator Campus Admin				

Strategy 10 Details	Reviews			
Strategy 10: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. **Strategy's Expected Result/Impact:** Improved performance for all populations on NWEA MAP tests, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** Social studies teachers Social studies strategist Campus Admin **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** - State Comp Ed (SCE)				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

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

STAAR will show 85% approaches by spring 2023.

High Priority

Evaluation Data Sources: 2023 Math STAAR data
Benchmarks

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

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

Measuring Up
Think Up Math
Interactive Pad
Pear Deck
Imagine Math
HMH Personal Math trainer
SpringBoard
Texas Go Math
Google Classrooms
Brain Pop
Kurzweil
Schoology
Edpuzzle

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

NWEA MAP Tests
District Benchmark
STAAR/ EOC
Campus Based assessment

Staff Responsible for Monitoring: Math teachers
Campus Admin
District Math Strategist

Funding Sources: - State Comp Ed (SCE)

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

TEKS RS Performance Assessments
Math Tasks

Strategy's Expected Result/Impact: Curriculum Based Assessments
District Benchmarks
STAAR/ EOC

Staff Responsible for Monitoring: Campus Admin
District Math strategist

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

Strategy 4 Details	Reviews			

Strategy 4: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:
 	
Campus PLC
Participating Teachers
RVGCTM
CAMT
Region 1
State Assessment Conference
    Strategy's Expected Result/Impact: Curriculum Based assessment
    District Benchmark
    STAAR/ EOC
    Staff Responsible for Monitoring: Campus admin
    District Math strategist
 	
    Funding Sources: - State Comp Ed (SCE)
	Formative Nov	Jan	Mar	**Summative** June

Strategy 5 Details	Reviews			

Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.
    Strategy's Expected Result/Impact: Increase performance of students on assessments
    Campus Based assessments
    Curriculum Based assessments
    Staff Responsible for Monitoring: Campus Admin
    District Math strategist
 	
    Funding Sources: - State Comp Ed (SCE)
	Formative Nov	Jan	Mar	**Summative** June

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

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

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

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

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

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

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

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

STAAR will show 65% approaches by Spring 2023.

High Priority

Evaluation Data Sources: Reading Camps/Writing Camps
Benchmarks

Strategy 1 Details	Reviews			

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

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

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

*Writing Across the Curriculum through Write to Learn Strategies
 	
*Reading and writing connections through out all content
 	
*TEKS Resource System
*Abydos Three week Institute
*Abydos Recertification for trainers
    Strategy's Expected Result/Impact: Performance on writing assessments:
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR Assessments
    *Writing Prompts
    *Spelling Assessments
    Staff Responsible for Monitoring: Campus Admin
    ELAR Strategist				

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development, guidance and support in the area of Guided Reading.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Performance and progress on:
    *Fontas and Pinnell Benchmark Assessment System BOY, MOY, EOY
 	
    Istation (Indicators of Student Progress) monthly assessments
	Nov	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Campus Admin ELAR Strategist				

Strategy 4 Details	Reviews			
Strategy 4: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR assessments
    Staff Responsible for Monitoring: Campus Admin
    ELAR Strategist				

Strategy 5 Details		Reviews			
Strategy 5: Provide staff development and support on Istation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Istation (Indicators of Student Progress) monthly assessments **Staff Responsible for Monitoring:** Campus Admin ELAR strategist		**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details		Reviews			
Strategy 6: Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR/ EOC English Results **Staff Responsible for Monitoring:** Campus Admin ELAR strategist					

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

Strategy 8 Details	Reviews			
Strategy 8: Promote efferent ad aesthetic reading.	**Formative**			**Summative**
Efferent:	**Nov**	**Jan**	**Mar**	**June**
".... focused on obtaining a piece of information.... the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt)				
Aesthetic:				
"....readers are engaged in the experience of reading, itself... the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)				
Strategy's Expected Result/Impact: Improved reading results on state and district assessments.				
Staff Responsible for Monitoring: Campus Admin				
ELAR strategist				

Strategy 9 Details	Reviews			
Strategy 9: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Google classroom Scholastic Pathblazers Kurzweil Istation				
Strategy's Expected Result/Impact: Improved performance for all populations and assesments, CBA's, benchmarks and STAAR.				
Staff Responsible for Monitoring: ELAR Teachers				
District Strategist				
Campus Admin				
Funding Sources: - State Comp Ed (SCE)				

Strategy 10 Details	Reviews			
Strategy 10: Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Quick writes
expanded learning
Super reader wall
Super writer wall
STAAR camps
co-teaching
Rigor questioning
Istation and MyON
Path Blazers

> **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark and STAAR.
>
> **Staff Responsible for Monitoring:** ELA teachers
> District Math strategist
> Campus admin
>
> **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
> - **Results Driven Accountability**
> **Funding Sources:** - State Comp Ed (SCE)

Strategy 11 Details	Reviews			
Strategy 11: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

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

Staff Responsible for Monitoring: ELAR teachers
District ELAR strategist
Campus admin

Funding Sources: Extended Day Payroll - State Comp Ed (SCE) - $5,000, Reading Materials - State Comp Ed (SCE) - $761, Summit K-12 - State Comp Ed (SCE) - 164.11.6299.27.041.0.30 - $4,477.50

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 4: All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education.   By the end of 2023 school year, there will be an increase in college readiness by 10%.

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

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

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

Strategy 3 Details	Reviews			
Strategy 3: Implement Higher level of question strategies to all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in rigor for instruction and increase in Master performance for students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Admin District Admin Teachers				

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

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

Performance Objective 5: Students below approaches at BOY will show a minimum 20% growth by May 2023. Students at approaches at BOY will show a minimum 15% growth by May 2023. Students at meets at BOY will show a minimum 10% growth by May 2023. Students at masters at BOY will show a minimum 5% growth by May 2023.

STAAR will show 90% approaches by Spring 2023.

    Evaluation Data Sources: SCIENCE STAAR Performance Data

Strategy 1 Details		Reviews		
Strategy 1: Curriculum:		**Formative**		**Summative**
Implement the following instructional resources to ensure students master the Science TEKS:	**Nov**	**Jan**	**Mar**	**June**

TEKS resource system
Stemscopes
Edusmart
STAAR Coach
Discovery Education
Apex
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP Assessments, benchmarks, and STAAR.
    Staff Responsible for Monitoring: Science teachers
    District Science Strategist
    Campus admin
 	
    Funding Sources: - State Comp Ed (SCE)				

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

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

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

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

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

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

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 6: By the Spring of 2023, the percentage of Emergent Bilingual students who score at the approaches level on STAAR reading will be 50%, STAAR math will be 50%, STAAR science will be 50%, and STAAR social studies will be 50%.

High Priority

Evaluation Data Sources: STAAR performance report
Benchmark
NWEA assessment

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

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

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

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

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

Math:
Integrate reading and writing through out math to build academic vocabulary and comprehension for math.
Vocabulary build up activities
Extended-Day
 	
Word walls
Super Reader time
Writer wall
 	
Social Studies:
Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day
 	
Science:
 	
Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day
 	
STAAR enrichment:
Camps
Tutoring
Expanded Learning time
 	
    Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary
    Staff Responsible for Monitoring: Teachers
    Campus Admin
    District strategists
 	
    Funding Sources: - State Comp Ed (SCE)				

Strategy 4 Details		Reviews			
Strategy 4: Teachers will attend training that provide instructional strategies that will differentiate instruction for Emergent Bilingual students both virtually and in person.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**

Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the Emergent Bilingual population.
 	
    Strategy's Expected Result/Impact: Increase language skills, reading levels, academic vocabulary and comprehension skills
 	
    Staff Responsible for Monitoring: Teachers
Campus Admin
District Strategists
District Admin					

Strategy 5 Details		Reviews			
Strategy 5: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:		Formative			Summative
		Nov	**Jan**	**Mar**	**June**

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
Interventions will be implemented during Extended day and Saturday School.
 	
    Strategy's Expected Result/Impact: Increase in motivation to learn
Increase in Language skills
Increase in Reading levels.
 	
    Staff Responsible for Monitoring: Teachers
Campus Admin
District Strategists					

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

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

Performance Objective 7: Special Education students below approaches at BOY will show a minimum 20% growth by May 2023. Students at approaches at BOY will show a minimum 10% growth by May 2023. Students at meets at BOY will show a minimum 5% growth by May 2023. Students at masters at BOY will show a minimum 1% growth by May 2023.

STAAR will show 50% approaches by Spring 2023.

High Priority

Evaluation Data Sources: STAAR performance data

Strategy 1 Details	Reviews			
Strategy 1: ELAR curriculum	**Formative**			**Summative**
Teachers will use probing questions to clarify and extend reading vocabulary.	**Nov**	**Jan**	**Mar**	**June**

Strategy 1: ELAR curriculum

Teachers will use probing questions to clarify and extend reading vocabulary.

Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs.
Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples.

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

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

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

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

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

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

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

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

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

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

Strategy 3 Details	Reviews			
Strategy 3: Interventions: Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students. SPED teachers will collaborate with general education teachers in planning and monitoring student progress. Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance) Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. Teachers will provide interventions during expanded day learning and tutoring.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for SPED population in teachers assessments, NWEA MAP Assessments, District Benchmarks, and STAAR assessments in state-mandated grade level subjects. **Staff Responsible for Monitoring:** SPED teachers Campus Admin District Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Staff Development	Formative			Summative
Teachers will learn new strateties and techniques through staff development opportunities.	**Nov**	**Jan**	**Mar**	**June**
Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs. Interventions well be implemented during extended day and Saturday School. **Strategy's Expected Result/Impact:** Increase performance for SPED populations in teacher assessments, NWEA Assessments, district bencmarks, and STAAR assessments in state-mandated grade level and subjects. **Staff Responsible for Monitoring:** SPED teachers Content teachers Campus Admin District Admin				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 8: By Spring of 2023, the percentage of Advanced Academic students who score at the Master's level on the Algebra One End of Course will increase from 95%

Evaluation Data Sources: Advanced Academics STAAR Data

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

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

Performance Objective 9: By Spring 2023 Migrant students performance assessment will be 75% on the STAAR Reading.

High Priority

Evaluation Data Sources: Migrant STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant deptartment in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will provide interventions during expanded day learning and tutoring. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 10: By Spring 2023, the percentage of Students in the Fine Arts Dept. will increase participation 80% of total student enrollment and target learning loss as well as Social Emotional and Safety.

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum/Learning Loss/Social Emotional	**Formative**			**Summative**
a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: Language arts, math, science, reading, and social studies.	**Nov**	**Jan**	**Mar**	**June**

b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation.
c) Students will be able to apply content area skills in all fine arts classes;
-Write persuasive scripts
-Use Language arts terminology
-Portray a given character in a given time era as it relates to thier sense.
-Select a given style with a given artist and will compare and contrast verbal and written composition
-Create a stage diagram to scale using mathematical strategies
-Design costumes with the appropriate time periods in mind
-Ethical discussions relating to scientific topics in various plays
d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building.
e) Develop ideas from envision
f)Music reading vendors to supplement curriculum, music repertoire, and sight-reading:
J.W. Pepper, Penders, and RBC
g) Self exploration activities
h) Equipment, Class materials
    Staff Responsible for Monitoring: Fine Arts Teachers
    Campus Admin				

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

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

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

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

Performance Objective 11: By Spring of 2023, 100% of students increase interest and competence in reading for literacy.

Strategy 1 Details		Reviews		
Strategy 1: Strateg 1: Curriculum		**Formative**		**Summative**
a) Systematically embed information literacy skills and literature appreciation instruction into the library instuctional program.	**Nov**	**Jan**	**Mar**	**June**
b)Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Library Week.				
c) Train/ demonstrate to staff the importance of library resources in our district by collecting data and following the library standards.				
d) Teach students and staff to comply with the current school board policies, legislation and regulations regarding legal issues affecting the library program.				
e)Maintain records and collaborate with faculty/administration in monitoring copywrite status of print and audiovisual materials in the library collection and throughout the school.				
Staff Responsible for Monitoring: Librarian Campus Admin				

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

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

Performance Objective 12: 100% of students will increase interest, knowledge and competency in a lifelong fitness, sport, and health awareness by the Spring of 2023.

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

Strategy 1 Details		Reviews			
Strategy 1: Curriculum		**Formative**			**Summative**
A) Physical fitness activities -Fitness gram activities		**Nov**	**Jan**	**Mar**	**June**

-Walk/jog
-Circuit training
-Weight training
-Agility activities
-Jump rope activities
B) Participate in Team Sports
-Volleyball
-Basketball
-Soccer
-Football
-Softball
-Kickball
C) Lifetime Sports
-Tennis
-Bowling
-Golf
-Walking/jogging
-Weight training
    Staff Responsible for Monitoring: PE coaches, and Health Teacher
    Campus admin					

Strategy 2 Details		Reviews			
Strategy 2: Staff Development to ensure professionals continue being highly qualified and to continue learning the latest effective strategies.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE coaches and Health Teacher Campus admin					

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

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

Performance Objective 13: By Spring 2023, 100% of students will achieve mastery in the Technology Application course.

Strategy 1 Details		Reviews			
Strategy 1: Strategy 1: Technology - a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills. **Staff Responsible for Monitoring:** Tech Aplication Teacher campus admin		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 2) Strategy 2: Interventions - a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays **Staff Responsible for Monitoring:** Tech Application Teacher campus admin		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas. **Staff Responsible for Monitoring:** Tech application teacher campus admin		**Formative**			**Summative**
		Nov	Jan	Mar	June

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Curriculum -	**Formative**			**Summative**
a) Teachers will apply the state adopted career and technology textbooks and any other resource as deemed by the school district.	**Nov**	**Jan**	**Mar**	**June**
b) Teachers will integrate all content areas. c) Different instruction methods and techniques. **Staff Responsible for Monitoring:** Career and Technology teacher				

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Technology -	**Formative**			**Summative**
a) Google Classroom b) ICEV software	**Nov**	**Jan**	**Mar**	**June**
c) Micro-type software d) EverFi **Strategy's Expected Result/Impact:** Successfully complete and pass assignments dealing with employability skills. **Staff Responsible for Monitoring:** Career and Technology teacher Campus Admin				

Strategy 3 Details	Reviews			
Strategy 3: 6) 4) Strategy 5- Staff Development	**Formative**			**Summative**
a) Region One training b) Staff development training	**Nov**	**Jan**	**Mar**	**June**
c) Conferences **Staff Responsible for Monitoring:** Career and Technology teacher Campus Admin				

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

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

Performance Objective 15: Expectations of growth for Spanish I by spring 2023, 80% of 8th grade students will achieve mastery in the Spanish I course for credit. Students below approaches at BOY will show a minimum 20% growth by May 2023. Students at approaches at BOY will show a minimum 15% growth by May 2023. Students at meets at BOY will show a minimum 10% growth by May 2023. Students at masters at BOY will show a minimum 5% growth by May 2023.

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

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

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

Strategy 4 Details		Reviews			
		Formative			Summative
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:** Teacher and Administration		**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
		Formative			Summative
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:** Teacher and Administration		**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

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

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

Strategy 2 Details		Reviews			
Strategy 2: Strategy: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased knowledge in using technology to enhance instruction for student progress and success. **Staff Responsible for Monitoring:** Teacher campus admin					

Strategy 3 Details		Reviews			
Strategy 3: Strategy: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student learning will improve. Teacher will use new technology to improve performance in classroom. **Staff Responsible for Monitoring:** Teachers Campus admin					

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

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

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as:
-lock down
-shelter in place
-severe weather
-reverse evacuation drill.
 	
    Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.
    Staff Responsible for Monitoring: All professional staff
All support staff
Administration
Security Guards
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			

Strategy 2: 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.
    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
	Formative			**Summative**

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

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

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

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

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

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

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

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

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

Strategy 4 Details		Reviews			
Strategy 4: 4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director					
Strategy 5 Details		Reviews			
Strategy 5: 5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School. **Staff Responsible for Monitoring:** Administration Security Guards Safety and Security Director					

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents will be: timely, provided through a variety of print, phone calls, emails, parent teacher conferences, school messenger, school facebook and other media. Communication will be in language parents understand.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Forms of communication:
student/parent agreements
STAAR dates
Yearly goals
Campus expectations
Student Handbook
    Strategy's Expected Result/Impact: Effective communication between school and parents will increase better attendance, motivation, grades and test scores.
    Staff Responsible for Monitoring: Campus Admin
    Social Worker
    Counseling Dept				

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

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

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

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

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

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

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

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways.
As well bi-monthly drills such as:
-lock down
-shelter in place
-severe weather
-reverse evacuation drill.
    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
	Formative			**Summative**

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

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
Administration
Security Guards
	Formative			**Summative**

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

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

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

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

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

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

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

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

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

Strategy 4 Details	Reviews			
Strategy 4: Strategy : Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Strategy: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School. **Staff Responsible for Monitoring:** Administration Security Guards Safety and Security Director				

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

Goal 4: Professional Growth/Leadership Development:

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

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend staff development training's in the	**Formative**			**Summative**
areas as follows: TIA Allotment	**Nov**	**Jan**	**Mar**	**June**

NWEA MAPS
-T-TESS
-SLO
-Core Content Programs
-ELL
-SPED Accommodations
-Technology
-State A
- Differentiated instruction
-Rigor Questioning strategies
 	
    Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.
    Staff Responsible for Monitoring: District Personnel
    -Administration
    -CTC
    -Staff				

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

Goal 4: Professional Growth/Leadership Development:

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

High Priority

Evaluation Data Sources: TTESS Conferencing and Evaluation

Goal 5: Financial Strength:

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and imlementation services and programs with the aim of upgrading our entire educational program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments. **Staff Responsible for Monitoring:** Administration CTC Department Heads SBDM committee				

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

State Compensatory

Budget for Mary Hoge Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Mary Hoge Middle School

Name	Position	FTE
Alicia Solis	Social Worker	1
Crystal Boonstra	Instructional Coach	1
David H. Gorena	Instructional Coach	1
Vacancy	Counselor Clerk	1

Title I Personnel

Name	Position	Program	FTE
Alma V. Hernandez	Instructional Aide	Title I Part A	1
Anabel Mireles	Teacher LEP	Title III Part A	1
Ashley Alaniz	Sp. Ed. Aide	Title I Part A	1
Delma M. Anciso	Sp. Ed. Aide	Title I Part A	1
Emilio R. Hinojosa	LVN	Title I Part A	1
Jasmina Hernandez	Sp. Ed. Aide	Title I Part A	1
Julia Villarreal	Instructional Aide	Title I Part A	1
Luis R. Garcia	Sp. Ed. Aide	Title I Part A	1
Mario J. Guillen	Instructional Aide	Title I Part A	1
Marla M. Morales	Library Aide	Title I Part A	1
Nelva Garza	Media Aide	Title I Part A	1

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8	Extended Day		$5,000.00
1	2	8	Maneuvering The Middle Math Interventions	164.11.62.00.041.0.30	$289.00
1	3	1	Reading Materials and paper materials for writing		$0.00
1	3	7			$0.00
1	3	9			$0.00
1	3	10			$0.00
1	3	11	Extended Day Payroll		$5,000.00
1	3	11	Reading Materials		$761.00
1	3	11	Summit K-12	164.11.6299.27.041.0.30	$4,477.50
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
1	6	1			$0.00

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