

Weslaco Independent School District
Mary Hoge Middle School
2023-2024 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.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- 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%. 4
- Student Learning 5
- School Processes & Programs 8
- Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
- Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders 13
- Goal 2: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, AND Inviting Environments District-Wide That Promote High Performance 14
- Goal 3: Professional Growth/Leadership Development: 22
- Goal 4: Financial Strength: Stategic Planning, Management, Accountability, And Transparent Financial Stewardship To Optimize Federal, State, And Local Funding 24
- State Compensatory 25
- Budget for Mary Hoge Middle School 26
- Personnel for Mary Hoge Middle School 27
- Title I 27
- Title I Personnel 28
- Campus Funding Summary 29

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 2023 is 910 .

The Mary Hoge middle school population is composed of:

99.7% () Hispanic,

43.3% (410) EB

11.6% (110)Special Ed

94.4%(894) Economically Disadvantage

3.3% (31) Migrant.

PEIMS Fall Submission, Mary Hoge Middle school had 910 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 67/ Rating D

School Progress scaled Score 79 Rating C

Relative Performance (Eco Dis: 92.9%) scaled Score 79 Rating C

Closing the Gaps- Scaled Score 38

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 2023 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.

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.

2023 Accountability

Accountability scaled score of 67/ Rating D

School Progress scaled Score 79 Rating C

Relative Performance (Eco Dis: 92.9%) scaled Score 79 Rating C

Closing the Gaps- Scaled Score 38

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 2022 and 2023 scores indicates an improvement needed in the Approaches level for Math, Reading and Social Studies.

All Grade Levels	2022
Reading	70
Math	41
Science	71
Social Studies	48

	Total Testers	DNM	Approaches	Meets	Masters
2023- RLA	943 - 68%	32% 298	30% 287	26% 243	12% 115
2023- Math	941 - 56%	44% 413	31% 290	19% 175	7% 63
2023- Science	299 - 67%	33% 98	25% 74	33% 99	9% 28
2023- S.S	302- 47%	53% 159	26% 78	14% 41	8% 24

The 2023 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.

Student Learning Strengths

Mary Hoge Middle School received the following Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall	67		D
Student Achievement	67		D
College, Career and Military Readiness			
Graduation Rate			
School Progress			
Academic Growth			
Relative Performance (Eco Dis: 92.9%)	79		C
Closing the Gaps	38		

Accountability scaled score of 67/ Rating D

School Progress scaled Score 79 Rating C

Relative Performance (Eco Dis: 92.9%) scaled Score 79 Rating C

Closing the Gaps- Scaled Score 38

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for improvement for all core area content 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Goals

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





Performance Objective 1: 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

Summative Evaluation: Some progress made toward meeting Objective

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate Literacy strategies through virtual learning to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books Google Voice Kami Discovery Education</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers District Strategist Campus Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Campus Admin District Strategists</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance of students on assessments</p> <p>Campus based assessment NWEA MAP tests District Benchmarks STAAR/ EOC</p> <p>Staff Responsible for Monitoring: Campus Admin District Math strategists</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs:</p> <p>Measuring Up Think Up Math Interactive Pad Pear Deck Imagine Math HMH Personal Math trainer SpringBoard Texas Go Math Google Classrooms Brain Pop Kurzweil Schoolology Edpuzzle</p> <p>Strategy's Expected Result/Impact: Increase performance of students on assessments</p> <p>NWEA MAP Tests District Benchmark STAAR/ EOC Campus Based assessment</p> <p>Staff Responsible for Monitoring: Math teachers Campus Admin District Math Strategist</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP tests, benchmark, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Math teachers District Math Strategist Campus Admin</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>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.</p> <p>Teachers will enhance literacy instructional strategies through the following:</p> <p>TEKS Resource K-12 Curriculum Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall</p> <p>Writing Quick writes Super writer wall Education world</p> <p>Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *District Benchmarks *STAAR assessments <p>Staff Responsible for Monitoring: Campus Admin ELAR Strategist</p> <p>Funding Sources: Reading Materials and paper materials for writing - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.</p> <p>*Writing Across the Curriculum through Write to Learn Strategies</p> <p>*Reading and writing connections through out all content</p> <p>*TEKS Resource System</p> <p>*Abydos Three week Institute</p> <p>*Abydos Recertification for trainers</p> <p>Strategy's Expected Result/Impact: Performance on writing assessments:</p> <p>*Curriculum Based Assessments</p> <p>*District Benchmarks</p> <p>*STAAR Assessments</p> <p>*Writing Prompts</p> <p>*Spelling Assessments</p> <p>Staff Responsible for Monitoring: Campus Admin ELAR Strategist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.</p> <p>Google classroom</p> <p>Scholastic</p> <p>Pathblazers</p> <p>Kurzweil</p> <p>Istation</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations and assesments, CBA's, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Teachers District Strategist Campus Admin</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.</p> <p>Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Decrease in referrals.</p> <p>Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide suicide prevention programs and awareness to all students.</p> <p>Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results.</p> <p>Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.</p> <p>Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.</p> <p>Staff Responsible for Monitoring: All professional staff All support staff Crisis Team Administration Security Guards</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.</p> <p>Strategy's Expected Result/Impact: Proper and swift response to incidents that may need implementation of CPI or CPR.</p> <p>Staff Responsible for Monitoring: Administration Campus Athletic Coordinator SPED Department Head</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: 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			
<p>Strategy 1: Staff will attend staff development training's in the areas as follows: TIA Allotment NWEA MAPS -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State A - Differentiated instruction -Rigor Questioning strategies</p> <p>Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.</p> <p>Staff Responsible for Monitoring: District Personnel -Administration -CTC -Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Financial Strength:

Strategic 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			
<p>Strategy 1: Provide resources and implementation services and programs with the aim of upgrading our entire educational program.</p> <p>Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration CTC Department Heads SBDM committee</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Solis	Social Worker	1
Amenda Vela Martinez	Counselor Clerk	1
Leticia Salinas	Instructional Coach	1
Veronica Gonzalez	Instructional Coach	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma V. Hernandez	Instructional Aide	Title I Part A	1
Delma M. Anciso	Sp. Ed. Aide	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

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	3			\$0.00
1	2	2			\$0.00
1	2	3	Extended Day		\$5,000.00
1	2	3	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	3			\$0.00
Sub-Total					\$10,289.00