

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# Liberty Middle School Campus Improvement Plan 2018-2019

SBDM Committee Approved: July 31, 2018

*Revised Date: September 3, 2018*



**LIBERTY MIDDLE SCHOOL**  
**An International Baccalaureate Campus**

### **VISION**

**“Together we envision our students as contributing educated members of society who are active, compassionate lifelong learners”.**

### **MISSION**

**“Through the coordinated efforts of staff, students, parents and the community, our mission at Liberty Middle School is to provide our students the total middle school experience, to prepare them for high school, college and beyond”.**



**Alfredo Carrillo –Principal**

<b>Julia Mason</b>	<b>Dean of Instruction</b>
<b>Judith Sanchez</b>	<b>8<sup>th</sup> Grade Asst. Principal</b>
<b>Norma Rocha</b>	<b>7<sup>th</sup> Grade Asst. Principal</b>
<b>Miguel Salinas</b>	<b>6<sup>th</sup> Grade Asst. Principal</b>
<b>Velma Garcia</b>	<b>Math Department Chair</b>
<b>Shannon Dukquits</b>	<b>ELA Department Chair</b>
<b>Joseph Moncivais</b>	<b>Social Studies Department Chair</b>
<b>Argelia Colby</b>	<b>Science Department Chair</b>
<b>Hal Anderson</b>	<b>6<sup>th</sup> Team Leader</b>
<b>Araceli Perez</b>	<b>7<sup>th</sup> Team Leader</b>
<b>Cynthia Parrao</b>	<b>8<sup>th</sup> Team Leader</b>
<b>Sonia Arce</b>	<b>Counselor</b>
<b>Anabelle Jaime</b>	<b>Counselor</b>
<b>Karianne Contreras</b>	<b>Migrant Counselor</b>
<b>Myrna Trevino</b>	<b>Diagnostician</b>
<b>Domingo Lopez</b>	<b>Paraprofessional</b>
<b>Jessica Martinez</b>	<b>Paraprofessional</b>
<b>Priscilla Salinas</b>	<b>Parent Educator</b>
<b>Carla Torres Calderon</b>	<b>Parent</b>
<b>Melissa Garza</b>	<b>Parent</b>
<b>Margie Gonzalez</b>	<b>District SBDM Representative</b>

**ADMINISTRATION**

Alfredo Carrillo, Principal  
Norma Rocha, Assistant Principal  
Judy Sanchez, Assistant Principal  
Miguel Salinas, Assistant Principal  
Julie Mason, Dean of Instruction

**COUNSELORS**

Sonia Arce  
Annabelle Jaime

**NURSE**

Ana Rodriguez

**LIBRARIAN**

Sanjuana Sanchez

**LIAISON**

Heriberto Tapia

**DIAGNOSTICIAN**

Myrna Trevino

**SECRETARY**

Vanessa Ayala

**CLERKS**

Yolanda Carrizales  
Sindy Martinez  
Anna Anzaldua  
Arlene Padilla

**PARENT EDUCATOR**

Priscilla Salinas

**COMPUTER LAB MANAGER**

Domingo Lopez

**SECURITY GUARDS**

Guadalupe Lara – Captain  
Ruiz

**CAFETERIA**

Bertha Barrera  
Sorina Brisenno  
Remi Cantu  
Nilda Gongora  
Ida Sanchez  
Maria Zamora  
Ana Rodriguez

**CUSTODIANS**

Luis Adame  
Ubaldo Elizondo  
Maria Sanchez  
Andres Silva  
Cesar Martinez  
Joe Vega  
Maria Zamudio

## CROSSING GUARDS

Genaro Alvarez

Juan Hernandez

## TEACHERS

Cynthia Alaniz

Hal Anderson

Juanita Balderas

Rene Cabrera

Alejandro Casas

Marleen Casas

Anita Castaneda

Nicole Cavazos

Martin Chavez

Argelia Colby

Crystal De La Rosa

Peter De La Garza

Quentin Donalson

Shannon Dukquits

Dalia Lopez

Jose Martinez

Joseph Moncivais

Antonio Monrreal

Gerardo Monrreal

Maria Nava

Maria Nino

Israel Ortega

Hector Palacios

Cynthia Parrao

Amanda Pecina

Araceli Perez

Robert Peterson

Audrey Quintero

Janneth Quintero

Raudel Ramirez

Steven Rios

Lorenzo Rivera

Nora Rivera

San Juanita Rivera

Arturo Rocha

Rigoberto Rodriguez

Melissa Ruiz

Jeronimo Saldana

Arnold Salinas

Laura Salinas

San Juanita Sepulveda

Federico Solis

Chriselda Stevenson

Erasmus Teran

Ruben Trevino

Miguel Vargas

Maria Velasco

Ruth Zamarripa

Esther Zarate

## ***What We Believe In***

### ***Guiding Principles***

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

## ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **Title I, Part A**

### **School wide Components:**

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



# Comprehensive Needs Assessment



## Data Resources Reviewed

### 1. 2018-2019 Benchmark District Summary Reports

2. 2018-2019 Attendance

3. Discipline Referrals

4. PEIMS Demographics

5. Walk-through Data

6. Parental Involvement Data

7. McRel Teacher Evaluations

8. Professional Development Plan

9. Teacher Certifications

10. TELPAS Scores

11. Technology Inventories

12. PBMAS

13. STAAR Data

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																		
1	<p style="text-align: center;"><b>Domain 1: Student Achievement</b></p>	<p>Campus exceeded 2017-2018 year scores with 67%.</p> <ul style="list-style-type: none"> <li>• History improved from a 46% to 60%.</li> <li>• Special Ed increased from 24% to 38%.</li> </ul>	<ul style="list-style-type: none"> <li>• 7th grade Writing achievement from 2017-2018 decreased from 58% to 69%.</li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• Writing</li> </ul>																		
2	<p style="text-align: center;"><b>Domain 2: Student Progress</b></p>	<p>Campus exceeded growth increased from 2017 from 55% to 69%.</p>	<ul style="list-style-type: none"> <li>• 48% of our students did not meet progress in Mathematics.</li> <li>• 42% of our students did not meet progress in Reading.</li> <li>• 31% of students did not meet growth in Reading.</li> <li>• 30% of students did not meet growth in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2018-19 in Reading and Mathematics</li> </ul>																		
3	<p style="text-align: center;"><b>Domain 3: Closing the Achievement Gap</b></p>	<p>Campus exceeded the State Target for Index 3 of 26 with 32.</p> <p>ECD score improved from 58% to 64%.</p>	<ul style="list-style-type: none"> <li>• Performance GAP between the Economic Disadvantage and All student group:</li> </ul> <table border="0" style="margin-left: 40px;"> <tr> <td style="text-align: right;">ECD</td> <td style="text-align: center;">/</td> <td style="text-align: left;">All Students</td> </tr> <tr> <td style="text-align: right;">Reading</td> <td style="text-align: center;">/</td> <td style="text-align: left;">65%</td> </tr> <tr> <td style="text-align: right;">Math</td> <td style="text-align: center;">/</td> <td style="text-align: left;">73%</td> </tr> <tr> <td style="text-align: right;">Writing</td> <td style="text-align: center;">/</td> <td style="text-align: left;">56%</td> </tr> <tr> <td style="text-align: right;">Science</td> <td style="text-align: center;">/</td> <td style="text-align: left;">74%</td> </tr> <tr> <td style="text-align: right;">Social Studies</td> <td style="text-align: center;">/</td> <td style="text-align: left;">60%</td> </tr> </table>	ECD	/	All Students	Reading	/	65%	Math	/	73%	Writing	/	56%	Science	/	74%	Social Studies	/	60%	<p>Economic Disadvantaged and Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
ECD	/	All Students																				
Reading	/	65%																				
Math	/	73%																				
Writing	/	56%																				
Science	/	74%																				
Social Studies	/	60%																				
4	<p style="text-align: center;"><b>Distinctions</b></p>	<p>Campus Distinctions</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> </ul>	<p>Not Earned</p> <ul style="list-style-type: none"> <li>• Mathematics.</li> <li>• Comparative academic growth.</li> <li>• Post secondary readiness.</li> <li>• Comparative closing the gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>• Utilize strategies of the Common Instructional Framework</li> <li>• Assess and Monitor frequently through common formative assessments<sup>10</sup></li> </ul>																		

## Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Communication in both English and Spanish</li> <li>• Parent Liaison campus level</li> <li>• Parent Volunteers</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Secondary parent involvement is low</b></li> <li>• <b>Low Average of parents with high school diplomas and/or postsecondary education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Create opportunities for parents to attend and become involved with the Parent Advisory Council (PAC)</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• Safe and Civil Schools Initiative</li> <li>• ARP- Attendance Recovery Program</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Chronic Absences</li> <li>• PD</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> <li>• Use Attendance Recovery Program</li> <li>• Mentor students with high absenteeism</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• McRel Evaluation Tool</li> </ul>		

**Liberty Middle School**  
**TAIS Improvement Plan**  
**2018 – 2019**

<b>Problem Statement:</b> English learners did not meet performance targets for reading (28% of a 29% target at “meets or above”) and math (36% of a 40% target at “meets or above”)	<b>Annual Goal:</b> By May 2019, English learners will meet or exceed targets for performance in reading (greater than or equal to 29%) and math (greater than or equal to 40%)
<b>Root Cause:</b> Teachers do not use sheltered instruction strategies with fidelity in their lessons.	<b>Strategy:</b> To provide teachers training in sheltered instruction strategies (expecting that they will implement them with fidelity).
<b>Critical Success Factors</b>	<b>Impact on CSFs</b>
CSF 1: Improve Academic Performance	CSF 1: Meet performance targets in math and reading
CSF 2: Quality Data to Improve Instruction	CSF 2: Use data analysis from campus, district, and state to drive the intervention
CSF 3: Leadership Effectiveness	CSF 3: Building capacity to create teacher leaders in addition to our Leadership Team
CSF 4: Increased Learning Time	CSF 4: Use Blitz Wednesdays to add intervention time during and after school
CSF 5: Family/Community Engagement	CSF 5: Communication with parents about student performance and expectations
CSF 6: School Climate	CSF 6: Create a culture of high expectations by having students strive for meets or masters
CSF 7: Teacher Quality	CSF 7: Enhance the knowledge and skills of teachers by reviewing Sheltered Instruction
<b>Q1 Goal:</b> 100% of teachers will revisit Sheltered Instruction strategies during CLCs	<b>Q2 Goal:</b> All teachers will intentionally infuse their lessons with opportunities to listen, read, write, and speak the academic language of their content daily.
<b>Q1 Interventions</b>	<b>Q2 Interventions</b>
Teachers and staff will develop nurturing relationships with ELs through a campus-mentoring program through the Advisory Period.	Teachers will include opportunities for all students to listen, read, write, and speak the academic language of the content daily in their lesson plans.
Teachers will meet daily for collaboration, planning, and assessment data analysis to improve instruction and student achievement.	Teachers will implement and monitor the EAGLE write initiative (or alternative strategy) with fidelity.
Teachers will revisit Sheltered Instruction strategies through weekly CLCs (book study: Sheltered Instruction Observation Protocol)	
Teachers will develop lesson plans that include the Sheltered Instruction strategies to effectively improve lesson delivery and student achievement.	
Teachers will use sentence starters for effective communication and master the use of the dictionary.	
Administration and support instructional staff will monitor the implementation of SI strategies.	
Assessment data will be reviewed to track the progress and performance of ELs. Adjustments will be made, as needed.	
<b>Data Collected to Monitor Interventions</b>	<b>Data Collected to Monitor Interventions</b>
Mentor/Mentee Assignments/Profile Sheets with Goals	Lesson plans
CLC roadmap	Walk-through data
CLC attendance sheets	Student observation/student work
Lesson plans	
Assessment data	
Walkthrough data	

**TAIS Improvement Plan  
2018 – 2019**

<p><b>Problem Statement:</b> LMS 2017-18 STAAR Achievement scores for all students and all subjects are 38% at the "meets" level</p>	<p><b>Annual Goal:</b> By May 2019, LMS will have all students tested in all subjects achieving at least 50% at the "meets" level of performance.</p>
<p><b>Root Cause:</b> There is a lack of rigor in the delivery of instruction and in the tasks assigned</p>	<p><b>Strategy:</b> To match the rigor of the state curriculum by increasing the rigor of the classroom tasks, assignments, activities, and assessments and provide training thereof.</p>
<p><b>Critical Success Factors</b></p>	<p><b>Impact on CSF</b></p>
<p>CSF 1: Improve Academic Performance</p>	<p>CSF 1: Students will take ownership of their progress and performance.</p>
<p>CSF 2: Quality Data to Improve Instruction</p>	<p>CSF 2: Target deficits, achieve progress</p>
<p>CSF 3: Leadership Effectiveness</p>	<p>CSF 3: Increased Teacher Expectations</p>
<p>CSF 4: Increased Learning Time</p>	<p>CSF 4: Implementation of <i>Fulfillment Classes</i> and various tutoring programs</p>
<p>CSF 5: Family/Community Engagement</p>	<p>CSF 5: Send home STAAR Progress Chart for parent signature Phone calls, team meetings</p>
<p>CSF 6: School Climate</p>	<p>CSF 6: Students will articulate the STAAR achievement levels</p>
<p>CSF 7: Teacher Quality</p>	<p>CSF 7: More rigorous and engaging lessons with connections to the STAAR terminology.</p>
<p><b>Q1 Goal:</b> 100% of content area teachers will use leadward materials and STAAR released items to address RIGOR in classroom tasks, etc.</p>	<p><b>Q2 Goal:</b> All teachers will collaborate with one another to develop rigorous lessons and set high expectations for every student</p>
<p><b>Q1 Interventions</b></p>	<p><b>Q2 Interventions</b></p>
<p>Teachers will develop a content-specific, personal charting template for each student; students will set personal goals for progress and performance.</p>	<p>Teachers will meet daily in C.L.C. for collaboration and planning</p>
<p>Teachers will review assessment data to determine performance levels of student (previous year) and compile list of students that performed at "meets" and students on the cusp of "meets" as their target group.</p>	<p>Teachers will hold individual student conferences to set goals for upcoming testing</p>
<p>Classroom will be supplied with current leadward materials for each content and STAAR released items for each content by standard.</p>	<p>Teachers will differentiate lessons to meet the needs of all students to ensure progress and performance.</p>
<p>Teachers will revisit DOK levels and use DOK materials when planning classroom tasks, etc.</p>	
<p>Teachers will use supplied materials to match the rigor of the state curriculum (TBKS) to the rigor of the classroom tasks, etc. as they plan their lessons.</p>	
<p>Parent contact (meetings) will be made for target group of students to enlist the parents' support for "meets" and beyond expectations.</p>	
<p>Assessment data will be reviewed to track the progress and performance of students in the target group. Adjustments will be made, as needed.</p>	
<p><b>Data Collected to Monitor Interventions</b></p>	<p><b>Data Collected to Monitor Interventions</b></p>
<p>Materials readily available in data room</p>	<p>Materials readily available in data room</p>
<p>Charting template</p>	<p>Lesson Plans</p>
<p>Lesson Plans</p>	<p>Personal charting forms</p>
<p>Activity sheets and materials</p>	<p>Assessment results</p>
<p>Walkthrough data</p>	
<p>Assessment data</p>	
<p>C.L.C. attendance sheets</p>	

## TAIS Improvement Plan 2018 – 2019

<p><b>Problem Statement:</b> In 2017-2018 Special Education students performed below a 70 (C) in all subjects and grades tested in the student achievement domain.</p>	<p><b>Annual Goal:</b> By May 2019, Special Education will perform above 70 in 4 out of the 6 subjects and grades tested in the student achievement domain.</p>
<p><b>Root Cause:</b> There is a lack of a thoughtful, strategic, prescriptive, and intentional intervention plan for special education students.</p>	<p><b>Strategy:</b> To intentionally target and prescribe interventions for Special Education students after analysis of assessment data, performance results, and determination of growth potential.</p>
<p><b>Critical Success Factors</b></p>	<p><b>Impact on CSFs</b></p>
<p>CSF 1: Improve Academic Performance</p>	<p>CSF 1: Increase Special Education student performance by ensuring teacher quality, effective leadership, data driven instructional decisions and efficient use of learning time to meet performance targets</p>
<p>CSF 2: Quality Data to Improve Instruction</p>	<p>CSF 2: Intentional use of data to drive instructional decision making and interventions for Special Education students</p>
<p>CSF 3: Leadership Effectiveness</p>	<p>CSF 3: Leaders need to exhibit characteristics and skills to promote and implement positive educational change in the Special Education students</p>
<p>CSF 4: Increased Learning Time</p>	<p>CSF 4: Increased learning time, increased enrichment activities with Intervention after school, on Saturdays and on Blitz Wednesdays</p>
<p>CSF 5: Family/Community Engagement</p>	<p>CSF 5: School staff, parents, families, and surrounding communities work together to support and improve academic achievement through the communication of student performance and expectation</p>
<p>CSF 6: School Climate</p>	<p>CSF 6: Develop campus climate to improve morale, increase attendance and reduce discipline issues to have students strive to improve their performance scores</p>
<p>CSF 7: Teacher Quality</p>	<p>CSF 7: Recruit, retain, support and enhance knowledge and skills of current staff with professional development to create highly effective teachers that will increase student performance through the CLC's</p>
<p><b>Q1 Goal:</b> 100% of teachers will develop an intentional prescriptive intervention plan for special education students</p>	<p><b>Q2 Goal:</b> Teachers will collaborate with one another during CLCs to ensure that we are targeting Special Education students for intervention.</p>
<p><b>Q1 Interventions</b></p>	<p><b>Q2 Interventions</b></p>
<p>Teachers will develop a content-specific personal charting template for each student.</p>	<p>Teachers will meet regularly in CLC for collaboration.</p>
<p>Teachers will work collaboratively with SE staff to develop goals for SE students.</p>	<p>Teachers will monitor the use of accommodations/modifications in the classroom.</p>
<p>Teachers will work collaboratively with SE staff to prepare accommodations/modifications packets for each SE student (based on individual need)</p>	<p>Teachers will monitor and adjust the intervention plans, as needed</p>
<p>Teachers will work collaboratively with SE staff to develop and implement a prescriptive intervention plan for each SE student.</p>	
<p>Parent meetings will be held to inform the parents of targeted intervention plans for students.</p>	
<p>Targeted tutorials will commence with BLITZ Start on October 10, 2018.</p>	
<p>Assessment data will be reviewed to track the progress and performance of students in the target group. Adjustments will be made, as needed.</p>	
<p>Administration and support instructional staff will monitor the implementation of accommodations/modifications and intervention plans</p>	
<p><b>Data Collected to Monitor Interventions</b></p>	<p><b>Data Collected to Monitor Interventions</b></p>
<p>Charting template/ Assessment data</p>	<p>CLC attendance</p>
<p>Accommodations/modifications packets</p>	<p>Have materials readily accessible</p>
<p>CLC sign-in</p>	<p>Intervention plans</p>
<p>Intervention plans</p>	<p>Walkthrough data</p>

TAIS Improvement Plan  
2018-2019

<p><b>Problem Statement:</b> In 2017-2018, only 34% of 6<sup>th</sup> graders made expected or accelerated growth/progress in math and reading.</p>	<p><b>Annual Goal:</b> By May, 2019, at least 50% of 6<sup>th</sup> graders will meet or exceed expected growth /progress targets in math and reading.</p>
<p><b>Root Cause:</b> Sixth grade students have a limited vocabulary.</p>	<p><b>Strategy:</b> Teachers will plan and collaborate throughout the year to develop general grade level and academic vocabulary in their students.</p>
<p><b>Critical Success Factors</b></p>	<p><b>Impact on CSFs</b></p>
<p>CSF 1: Improve Academic Performance</p>	<p>CSF 1: Meet campus targets for progress</p>
<p>CSF 2: Quality Data to Improve Instruction</p>	<p>CSF 2: Intentional instruction by teachers</p>
<p>CSF 3: Leadership Effectiveness</p>	<p>CSF 3: Mentoring develops student leaders</p>
<p>CSF 4: Increased Learning Time</p>	<p>CSF 4: Time will be more productive in and out of the classroom as teachers are mentoring students to learn and apply skills and strategies.</p>
<p>CSF 5: Family/Community Engagement</p>	<p>CSF 5: Family/Community will be engaged in school improvement, dialogue, and success.</p>
<p>CSF 6: School Climate</p>	<p>CSF 6: Success in the mentoring program will improve school climate</p>
<p>CSF 7: Teacher Quality</p>	<p>CSF 7: Teachers will improve as effectiveness improves</p>
<p><b>Q1 Goal:</b> 100% of teachers will identify general and academic vocabulary to be included in the "to know" list.</p>	<p><b>Q2 Goal:</b> Teachers will use the identified words on the list throughout the year and add new words, as needed.</p>
<p><b>Q1 Interventions</b></p>	<p><b>Q2 Interventions</b></p>
<p>Expected growth will be calculated for each student eligible to receive growth measure.</p>	
<p>Students will chart their goals and expected growth on profile sheet. Teachers will conference with students regarding their goals and expectations for growth.</p>	
<p>Teachers will compile a list of words from lead4ward materials and STAAR released items to be included in the list by grade level.</p>	<p>Teachers will add new words to the list</p>
<p>Words will be printed on cards and given to each student on a ring to be reviewed in and out of school.</p>	<p>Teachers will use the words regularly in and out of the classroom.</p>
<p>Parents will be asked (via meeting and/or flyer) to partner with the school to promote the development of a rich, grade appropriate vocabulary through the use of the ringed list.</p>	
<p><b>Data Collected to Monitor Interventions</b></p>	<p><b>Data Collected to Monitor Interventions</b></p>
<p>Word lists</p>	<p>Word lists (added words)</p>
<p>Parent confirmation signatures</p>	
<p>Ringed lists</p>	
<p>Walkthrough data/academic talk</p>	



# CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	875	464	411	93	367	67	54	14	757	58
Percent	100%	53.0	47.0	10.6	41.9	7.7	6.2	1.6	86.5	6.6

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	875	859	0	2	14	0
Percent	100%	98.2%	0	0.2%	1.6%	0



# Student Achievement Summary 2018



	2017 Performance	2018 Performance
Domain 1 Student Performance	61	67
Domain 2 Progress Measure	55	69
Domain 3 Closing the Gap	58%	64%
Distinctions	3	3

★ Distinction Designation in ELA/Reading

★ Distinction Designation in Science

★ Distinction Designation in Social Studies

Liberty Middle School

STAAR 2018 Data				Meets				Masters				Sp Ed				ELL	
Grade 6		2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	
Reading	53%	59%	5%	23%	28%	5%	10%	11%	1%	24%	31%	7%	42%	46%	4%		
Math	63%	75%	12%	21%	37	16%	6%	14%	8%	48%	64%	16%	54%	66%	12%		
				Meets				Masters				Sp Ed				ELL	
Grade 7		2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	
Reading	59%	61%	2%	26%	34%	8%	15%	20%	5%	29%	30%	1%	32%	39%	7%		
Math	49%	60%	11%	21%	32%	11%	4%	13%	9%	26%	35%	9%	29%	44%	15%		
Writing	58%	56%	-2%	24%	32%	8%	5%	12%	7%	24%	14%	-10%	34%	28%	-6%		
				Meets				Masters				Sp Ed				ELL	
Grade 8		2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	
Reading	72%	72%	0	38%	34%	-4%	16%	17%	1%	19%	35%	16%	42%	38%	-4%		
Math	79%	83%	4%	30%	54%	24%	7%	18%	11%	24%	57%	33%	60%	67%	7%		
Science	68%	74%	6%	39%	48%	9%	14%	22%	8%	15%	41%	26%	36%	59%	23%		
Social Stu	46%	60%	14%	22%	37%	15%	13%	20%	7%	*	39%	39%	13%	33%	23%		
				Meets				Masters				Sp Ed				ELL	
Algebra I End of Course		2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	2017	2018	inc/dec	
Alg. I	100%	100%	0				70%	90%	20%					*			
				Meets				Masters				Sp Ed				ELL	
STAAR 2018 Data				Meets				Masters				Sp Ed				ELL	
All	61%	67%	6%	26%	38%	12%	11%	17%	6%	24%	38%	14%	39%	47%	8%		
Reading	62%	65%	3%	32%	33%	1%	14%	16%	2%	24%	33%	9%	39%	42%	3%		
Math	66%	73%	7%	28%	42%	14%	8%	15%	7%	33%	53%	20%	48%	59%	11%		
Writing	58%	56%	-2%	24%	32%	8%	5%	12%	7%	24%	14%	-10%	34%	28%	6%		
Science	68%	74%	6%	39%	48%	9%	14%	22%	8%	15%	41%	26%	36%	59%	23%		
History	46%	60%	14%	22%	37%	15%	13%	20%	7%	*	39%	39%	13%	33%	23%		

**Pharr – San Juan – Alamo Independent School District  
2018– 2019 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our Social Studies STAAR achievement from 60% to 65% by the end of the 2019 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> <li>• Interactive Notebook (district-wide initiative),</li> <li>• Problems of the Day</li> <li>• Exit Tickets</li> <li>• Intentional grouping</li> <li>• CIF strategies</li> <li>• Cold Calling</li> <li>• Word walls</li> <li>• Graphic organizers</li> <li>• Anchor Charts</li> <li>• Leveled Questions</li> </ul>	6 <sup>th</sup> -8 <sup>th</sup> grade History Teachers	<ul style="list-style-type: none"> <li>• Study Island</li> <li>• Jarret Book</li> <li>• Master the TEKS</li> <li>• STAAR Review</li> <li>• McGraw Hill</li> <li>• Mr. Betts Videos,</li> <li>• Story of Us-America</li> <li>• TEKS Booklet/C. Hoglund</li> <li>• Teacher Created Materials</li> <li>• ISN</li> <li>• Quizizz</li> <li>• Brainpop</li> <li>• Lead4ward</li> <li>• Sirius Book</li> </ul>	Aug 2018-May 2019  Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam

<p>Social Studies Enrichment</p>	<ul style="list-style-type: none"> <li>Lesson will be a preview of skills/concepts covered the following week</li> <li>Exit Tickets</li> <li>Incorporate CIF strategies</li> <li>Build vocabulary</li> <li>Build basic skills foundation</li> <li>Students' become "mini-teachers" in the regular classroom</li> <li>Games, Projects, art work</li> <li>Plays- Historical</li> <li>Computer Lab/ PPT</li> <li>America- Story of Us</li> </ul>	<p>8<sup>th</sup> Grade Teachers: 3 sections: A.Salinas C.Parao A.Espinoza R.Peterson</p>	<ul style="list-style-type: none"> <li>Access Book</li> <li>Teacher created material, Adventure tales games projects plays</li> <li>Junior Scholastic Historical novels</li> </ul>	<p>Aug 2018-May 2019 Monday – Friday One Perforod Title I PFS Funds SCE Local Funds</p>	<p>CBA's Benchmarks Weekly Quizzes STAAR Exam</p>
<p>Intervention</p>	<ul style="list-style-type: none"> <li>Use STAAR results to focus on low performing TEKS</li> <li>Utilize CIF strategies</li> <li>Focus on building vocabulary skills</li> <li>Jeopardy, Bingo and other games</li> <li>Focus on Classroom Talk by using small groups</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> grade Teachers</p>	<ul style="list-style-type: none"> <li>"Close" reading passage 8<sup>th</sup> Grade</li> <li>American Revolution Unit</li> <li>13 Close Reading Passages and Activities</li> <li>6<sup>th</sup> /7<sup>th</sup> Follow Liberty's Close passage selections</li> </ul>	<p>Sept. 2018-May 2019 Tuesdays and Thursdays 4<sup>th</sup> pd. class 25 minutes long Students work on planned "Close" reading passage Title I PFS Funds SCE Local Funds</p>	<p>CBA's Benchmarks Weekly Quizzes STAAR Exam</p>
<p>After-school Tutoring</p>	<ul style="list-style-type: none"> <li>Computer Lab</li> <li>Study Island</li> <li>Learning Games: Jeopardy Pictionary, Heads Up</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> grade Teachers STAAR Blitz</p>	<ul style="list-style-type: none"> <li>Any independent practice</li> <li>Exit Tickets</li> <li>Vocabulary puzzles</li> <li>Study Island (internet-based practice)</li> <li>Learn Smart</li> </ul>	<p>Sept. 2018-May 2019 Tuesdays and Thursdays Title I PFS Funds SCE Local Funds</p>	<p>CBA's Benchmarks Weekly Quizzes STAAR Exam</p>
<p>Saturday Academics</p>	<ul style="list-style-type: none"> <li>Academic teams will rotate the students</li> <li>Vocabulary activities</li> <li>Use data from assessments to determine the TEKS to be addressed each Saturday</li> <li>Historical Videos</li> <li>Thinking Maps</li> <li>Role playing</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> grade Teachers</p>	<ul style="list-style-type: none"> <li>Any independent practice</li> <li>Exit Tickets</li> <li>Vocabulary puzzles</li> <li>Study Island (internet-based practice)</li> <li>Learn Smart</li> </ul>	<p>Sept. 2018-May 2019 Title I PFS Funds SCE Local Funds</p>	<p>CBA's Benchmarks Weekly Quizzes STAAR Exam</p>



**Pharr-San Juan – Alamo Independent School District  
2018-2019 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our Science STAAR Achievement to 74% to 77% by the end of the 2019 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
<b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Interactive Notebook (district wide initiative),</li> <li>• Problems of the Day</li> <li>• Exit Tickets</li> <li>• Intentional grouping</li> <li>• CIF Strategies</li> <li>• Cold Calling</li> <li>• Word walls</li> <li>• Graphic organizers</li> <li>• Anchor Charts</li> </ul>	6 <sup>th</sup> – 8 <sup>th</sup> grade Science Teachers	<ul style="list-style-type: none"> <li>• Study Island</li> <li>• Master the TEKS</li> <li>• STAAR Review Book</li> <li>• TEKS</li> <li>• Teacher Created Materials</li> <li>• ISN</li> <li>• Quizzizz</li> <li>• Brainpop</li> <li>• Lead4ward</li> <li>• Science Fusion</li> <li>• Mentoring Minds</li> <li>• Gateway to Science</li> </ul>	Aug 2018 – May 2019  Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam
<b>Science Enrichment</b>	<ul style="list-style-type: none"> <li>• Lesson will be a preview of skills/concepts covered the following week</li> <li>• Exit Tickets</li> <li>• Incorporate CIF Strategies</li> <li>• Build vocabulary</li> <li>• Build basic skills foundation</li> <li>• Students' become "mini-teachers" in the regular classroom</li> <li>• Games, Projects, art work</li> <li>• Computer Lab/ PPT</li> </ul>	8 <sup>th</sup> Grade Teachers: A.Colby N.Cavazos M.Gonzalez E. Gonzalez	<ul style="list-style-type: none"> <li>• Teacher Created Material</li> <li>• Projects</li> <li>• Plays</li> <li>• Games</li> </ul>	Aug. 2018 – May 2019  Monday – Friday One Period  Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam

**Pharr – San Juan – Alamo Independent School District  
2018– 2019 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

**Objective:** To increase our Science STAAR achievement from 74% to 78% by the end of the 2019 school year.

<p><b>Intervention</b></p>	<ul style="list-style-type: none"> <li>• Use STAAR results to focus on low performing TEKS</li> <li>• Utilize CIF Strategies</li> <li>• Focus on building vocabulary skills</li> <li>• Jeopardy, Bingo and other games</li> <li>• Focus on Classroom Talk by using small groups</li> </ul>	<p>6<sup>th</sup> – 8<sup>th</sup> grade Teachers</p>	<ul style="list-style-type: none"> <li>• “Close” reading passage 8<sup>th</sup> grade</li> <li>• Close Reading Passages and Activities</li> </ul>	<p>Sept. 2018 – May 2019</p> <p>Title I PFS Funds SCE Local Funds</p>	<p>CBA’s Benchmarks Weekly Quizzes STAAR Exam</p>
<p><b>After-school Tutoring</b></p>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• Study Island</li> <li>• Learning Games: Jeopardy</li> <li>• Pictionary</li> <li>• Heads up</li> </ul>	<p>6<sup>th</sup> – 8<sup>th</sup> Grade Teachers  STAAR Blitz</p>	<ul style="list-style-type: none"> <li>• Any independent practice</li> <li>• Exit Tickets</li> <li>• Vocabulary Word Wall</li> <li>• Study Island (internet-based practice)</li> </ul>	<p>Sept. 2018– May 2019</p> <p>Title I PFS Funds SCE Local Funds</p>	<p>CBA’s Benchmarks Weekly Quizzes STAAR Exam</p>
<p><b>Saturday Academies</b></p>	<ul style="list-style-type: none"> <li>• Academic Teams will rotate the students</li> <li>• Vocabulary activities</li> <li>• Use data from assessments to determine the TEKS to be addressed each Saturday</li> <li>• Thinking Maps</li> </ul>	<p>6<sup>th</sup> – 8<sup>th</sup> Grade Teachers</p>	<ul style="list-style-type: none"> <li>• Any independent practice</li> <li>• Exit Tickets</li> <li>• Vocabulary Word Wall</li> <li>• Study Island (internet-based practice)</li> </ul>	<p>Sept. 2018 – May 2019</p> <p>Title I PFS Funds SCE Local Funds</p>	<p>CBA’s Benchmarks Weekly Quizzes STAAR Exam</p>

Pharr – San Juan – Alamo Independent School District  
2018–2019 Liberty Middle School Campus Plan

- Campus Goal 1: Student Achievement
- Campus Goal 2: Student Progress
- Campus Goal 3: Closing the GAP
- Campus Goal 4: Post-Secondary

Objective: To increase our 6<sup>th</sup> Reading STAAR achievement from 59% to 64%, increase our 7<sup>th</sup> Reading STAAR achievement from 61% to 66%, increase our 8<sup>th</sup> grade Reading STAAR achievement from 72% to 77% by the end of the 2019 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/FUNDING	EVALUATION
Instruction	<ul style="list-style-type: none"> <li>• ELPS</li> <li>• Interactive Notebook (district-wide initiative)</li> <li>• Intentional Grouping</li> <li>• CIF Strategies to focus on Writing to Learn and Classroom Talk</li> <li>• Cold Calling</li> <li>• Close Reading Strategies Group</li> <li>• Reading</li> <li>• The Essential 51 summarization (CPR)</li> <li>• SLOP</li> <li>• DOK Question Stems</li> <li>• CLC's</li> <li>• Intentional Grouping</li> <li>• STAAR STEM'S</li> <li>• Thinking Maps</li> <li>• Textual Support</li> <li>• AR</li> <li>• Novels as Homework</li> <li>• -AR Goals of 1000 pts per team</li> <li>• -Pre-AP and Adv. Classes will read a novel at or above their reading level as HW</li> </ul>	6 <sup>th</sup> -8 <sup>th</sup> Grade Reading Teachers	<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• IB units</li> <li>• ELPS Daily</li> <li>• Sentence Stems</li> <li>• STAAR Guide to Success</li> <li>• AR</li> </ul>	Aug. 2018 to May 2019  Title I PFS Funds SCE Local Funds	AR Test CBA Test Benchmark Test STAAR Test

<p>Reading Enrichment</p>	<ul style="list-style-type: none"> <li>• Work with Problem Solution</li> <li>• Patterns</li> <li>• Continue Figurative Language Identification</li> <li>• More paired selections with multi-choice strategies, multi-media messages</li> <li>• Author's POV</li> <li>• Clarify meaning using context clues</li> <li>• Use a plot map to analyze the conflict</li> <li>• Make inferences</li> <li>• Summarize/synthesize texts in a logical order</li> <li>• Use different organizational patterns to summarize expository texts</li> <li>• CIF activities with commonplace assertions</li> <li>• More exposure to various types of poems, fiction and non-fiction texts</li> <li>• Dictionary skills</li> <li>• Vocabulary Strategies</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> Grade Reading Teachers</p>	<ul style="list-style-type: none"> <li>• Read 180</li> <li>• INSIDE</li> <li>• STAAR Ready</li> </ul>	<p>Aug. 2018 to May 2019</p> <p>Title I PFS Funds SCE Local Funds</p>	<p>AR Test CBA Test Benchmark Test STAAR Test</p>
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<p><b>Intervention/Literacy</b></p>	<ul style="list-style-type: none"> <li>Students will practice Close Reading strategies using passages (Read Works)</li> <li>Thinking Questions(STAAR Stems)</li> <li>Read and Respond (Write short answer essays)</li> <li>Exit ticket</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> Grade Reading Teachers</p>	<ul style="list-style-type: none"> <li>Read Works: <ul style="list-style-type: none"> <li>Unlocking Close Reading</li> <li>STAAR question stems</li> <li>Read180</li> <li>System44</li> <li>STAAR Ready Books</li> <li>Measuring up</li> <li>Region 4</li> </ul> </li> </ul>	<p>Title I PES Funds SCE Local Funds</p>	<p>AR Test CBA Test Benchmark Test STAAR Test</p>
<p><b>After-school tutoring</b></p>	<ul style="list-style-type: none"> <li>Focus on vocabulary building basic skills</li> <li>Comprehension skills/concepts</li> <li>1 station 90 min.</li> <li>Oral Language Dev</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> Grade Reading Teachers</p>	<ul style="list-style-type: none"> <li>Language Power</li> <li>INSIDE</li> <li>ELPS</li> <li>Read 180</li> <li>1 station</li> </ul>	<p>Twice a Week Title I PFS Funds SCE Local Funds</p>	<p>AR Test CBA Test Benchmark Test STAAR Test</p>
<p><b>Saturday Academic</b></p>	<ul style="list-style-type: none"> <li>Academic teams will rotate the students</li> <li>Vocabulary activities</li> <li>Basic Skills Practice</li> <li>Use Data from assessments to determine the TEKS to be addressed each Saturday</li> <li>Hands- on activities</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> Grade Reading Teachers</p>	<ul style="list-style-type: none"> <li>SIOP/CIF</li> <li>STAAR Ready</li> </ul>	<p>Scheduled Saturdays Title I PFS Funds SCE Local Funds</p>	<p>AR Test CBA Test Benchmark Test STAAR Test</p>

**Pharr – San Juan – Alamo Independent School District  
2018–2019 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

**Objective:** To increase our 6<sup>th</sup> Math STAAR achievement from 75% to 80% at Phase in II, to increase our 7<sup>th</sup> Math STAAR achievement from 60% to 65%, to increase our 8<sup>th</sup> Math STAAR achievement from 84% to 89% by the end of the 2019 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/FUNDING	EVALUATION
Instruction	<ul style="list-style-type: none"> <li>• Interactive Notebook (district-wide initiative) Problems of the Day/Exit Tickets</li> <li>• Intentional grouping</li> <li>• CIF strategies to focus on Writing to Learn and Classroom Talk</li> <li>• Cold Calling</li> </ul>	6 <sup>th</sup> -8 <sup>th</sup> Grade Math Teachers	<ul style="list-style-type: none"> <li>• Go Math,</li> <li>• Mentoring Minds, STAAR Master</li> <li>• Math GPS</li> <li>• Inspire Calculators</li> <li>• STAAR Ready</li> <li>• Diana Ramirez Consultant</li> </ul>	Aug. 2018 to May 2019  Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test
	<ul style="list-style-type: none"> <li>• Lesson will be a preview of skills/concepts to be covered the following week</li> <li>• Will follow lesson plan to include Problem of the Day and Exit Tickets</li> <li>• Incorporate CIF strategies such as: KNWS activity, Gallery Walks, Rally Coach, Wagon Wheel</li> <li>• Build vocabulary using Frayer model</li> <li>• Build basic skills foundation</li> <li>• Improve students' self-esteem by getting them to become "mini-teachers" in the regular classroom</li> </ul>	7 <sup>th</sup> Grade 3 sections: 12 – 14 students per section Each 7 <sup>th</sup> grade math teacher; 1 section Math Activities (Teachers Pay Teachers) 8 <sup>th</sup> Grade 2 sections: 12 – 14 students per section	<ul style="list-style-type: none"> <li>• TEKSing Towards STAAR Lessons</li> <li>• Motivation Math</li> <li>• Step Up to The TEKS</li> <li>• STAAR Master</li> </ul>	Aug. 2018 to May 2019  Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test

<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Use STAAR results to focus on low performing TEKS</li> <li>• Utilize CIF strategies</li> <li>• Focus on building vocabulary skills by using Frayer model, Quiz-Quiz-Trade activity, Numbered Heads Together, Jeopardy, Bingo and other games</li> <li>• Focus on Classroom Talk by using small groups</li> </ul>	<p>Pullout Intervention with all math teachers/co-teachers</p> <p>8 – 10 students</p> <p>25 minutes long</p> <p>If students have an elective, then they can stay an additional 15 minutes</p> <p>Intentionally focus on low performing TEKS</p> <p>Students can be exited/replaced</p>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> and 7<sup>th</sup> STAAR Ready Instruction</li> <li>• 3 different tests</li> <li>• Separated by TEKS</li> <li>• 8<sup>th</sup> – Focus Booklets, Modified Weekly Assessments</li> </ul>	<p>Tuesday and Thursday</p> <p>Title I</p> <p>PFS Funds</p> <p>SCE</p> <p>Local Funds</p>	<p>CBA Test</p> <p>Benchmark Test</p> <p>STAAR Test</p>
<p><b>After-school Tutoring</b></p> <ul style="list-style-type: none"> <li>• Focus on vocabulary</li> <li>• Build basic skills foundation</li> <li>• Review skills/concepts already covered</li> </ul>	<p>6<sup>th</sup> – 8<sup>th</sup> grade Math Teachers</p>	<ul style="list-style-type: none"> <li>• STAAR Ready Tests separated by TEKS</li> <li>• Any independent practice</li> <li>• Problems of the Day</li> <li>• Exit Tickets</li> <li>• vocabulary puzzles</li> <li>• Kuta Software (Internet-based practice)</li> </ul>	<p>Weekly</p> <p>Title I</p> <p>PFS Funds</p> <p>SCE</p> <p>Local Funds</p>	<p>CBA Test</p> <p>Benchmark Test</p> <p>STAAR Test</p>
<p><b>Saturday Academics</b></p> <ul style="list-style-type: none"> <li>• Academic teams will rotate the students</li> <li>• Vocabulary activities</li> <li>• Basic Skills practice</li> <li>• Use data from assessments to determine the TEKS to be addressed each Saturday</li> <li>• Hands-on Activities</li> </ul>	<p>6<sup>th</sup>-8<sup>th</sup> grade Math Teacher</p>	<ul style="list-style-type: none"> <li>• The Think Tank Computation and Number Sense Sets (Blue and Red), Vocabulary games and Puzzles</li> </ul>	<p>Scheduled Saturdays</p> <p>Title I</p> <p>PFS Funds</p> <p>SCE</p> <p>Local Funds</p>	<p>CBA Test</p> <p>Benchmark Test</p> <p>STAAR Test</p>

Pharr – San Juan – Alamo Independent School District  
2018–2019 Liberty Middle School Campus Plan

- Campus Goal 1: Student Achievement
- Campus Goal 2: Student Progress
- Campus Goal 3: Closing the GAP
- Campus Goal 4: Post-Secondary

Objective: To increase our 7<sup>th</sup> Writing STAAR achievement from 55% to 60% by the end of the 2019 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE/IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> <li>• ELPS</li> <li>• Interactive Notebook (district-wide initiative)</li> <li>• Intentional Grouping</li> <li>• CIF Strategies to focus on Write to Learn and Classroom Talk</li> <li>• Cold Calling</li> <li>• SIOP</li> <li>• DOK Question Stems</li> <li>• CLC's, Intentional Grouping, STAAR STEMS</li> <li>• Thinking Maps</li> <li>• Textual Support</li> <li>• AR</li> <li>• TELPAS Writing Prompts, Writing Folder</li> <li>• May The Fours Be With You Curriculum</li> </ul>	7 <sup>th</sup> grade Writing Teachers	<ul style="list-style-type: none"> <li>• District Curriculum,</li> <li>• IB units</li> <li>• ELPS Daily Journal Writing,</li> <li>• STAAR Question Sentence Stems</li> <li>• STAAR Guide to Success, AR</li> <li>• May the Fours Be With You Bill Mac Donald Curriculum</li> <li>• Read 180 Writing Component</li> <li>• Texas Treasures</li> </ul>	Aug. 2018 to June 2019  Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test
	<ul style="list-style-type: none"> <li>• -AR Goals of 1000 pts per team per six weeks</li> </ul>				

<p><b>Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Work with the grammar components to revise and edit sentences in a paragraph.</li> <li>• Use a graphic organizer to plan and organize thoughts to write an expository essay.</li> <li>• Writing Process</li> </ul>	<p><b>7<sup>th</sup> Grade</b> 6 sections: 15-28 students per section DOL Writing Expository Essays and Revising and Editing</p>	<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• May the Fours Be With You</li> <li>• Texas Treasures</li> <li>• District adopted curriculum</li> </ul>	<p>Aug. 2018 to May 2019</p> <p>Title I PFS Funds SCE Local Funds</p>	<p>CBA Test Benchmark Test STAAR Test</p>
<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Students will practice Close Reading strategies using passages (Read Works)</li> <li>• Thinking Questions(STAAR Stems)</li> <li>• Read and Respond (Write short answer essays).</li> <li>• Exit ticket</li> </ul>	<p>7<sup>th</sup> Grade writing Teachers</p>	<ul style="list-style-type: none"> <li>• Read Works</li> <li>• Unlocking Close Reading</li> <li>• STAAR question stems</li> <li>• Measuring up</li> </ul>	<p>Tuesday and Thursday- 25 min. Literacy in every classroom Title I PFS Funds SCE Local Funds</p>	<p>CBA Test Benchmark Test STAAR Test</p>
<p><b>After-school Tutoring</b></p> <ul style="list-style-type: none"> <li>• Focus on vocabulary building basic skills</li> <li>• Comprehension skills/concepts (Writing Component)</li> <li>• Oral Language Dev.</li> </ul>	<p>7<sup>th</sup> Grade writing Teachers</p>	<ul style="list-style-type: none"> <li>• Language Power</li> <li>• INSIDE, ELPS</li> <li>• Read 180</li> <li>• Ii station</li> <li>• Systems 44</li> </ul>	<p>Weekly Title I PFS Funds SCE Local Funds</p>	<p>CBA Test Benchmark Test STAAR Test</p>
<p><b>Saturday Academies</b></p> <ul style="list-style-type: none"> <li>• Academic teams will rotate the students</li> <li>• Vocabulary activities</li> <li>• Basic Skills Practice</li> <li>• Use Data from assessments to determine the TEKS to be addressed each Saturday</li> <li>• Hands-on activities</li> </ul>	<p>7<sup>th</sup> Grade Writing Teachers</p>	<ul style="list-style-type: none"> <li>• SIOP/GIF</li> <li>• STAAR Ready</li> </ul>	<p>Scheduled Saturdays Title I PFS Funds SCE Local Funds</p>	<p>CBA Test Benchmark Test STAAR Test</p>



2018– 2019 Liberty Middle School Campus Plan

- Campus Goal 1: Student Achievement
- Campus Goal 2: Student Progress
- Campus Goal 3: Closing the GAP
- Campus Goal 4: Post-Secondary

Objective: To increase our Reading, Math, Writing, Social Studies, and Science STAAR Scores in all grade levels amongst all students through Fine Arts and PE.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/funding	EVALUATION
Reading	<ul style="list-style-type: none"> <li>• CLC Meetings</li> <li>• Encourage students to read all kinds of texts</li> <li>• Group Reading</li> <li>• Reading Aloud</li> <li>• Subject Specific Vocabulary</li> <li>• EAGLE Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Librarian</li> <li>• Student Leaders</li> <li>• ELA/R Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Specific Text books</li> <li>• Professional Development</li> <li>• Conference Period</li> <li>• Composition Books</li> </ul>	<ul style="list-style-type: none"> <li>• 08/18-05/19</li> <li>• As needed in lessons</li> <li>• Title I</li> <li>• PFS Funds</li> <li>• SCE</li> <li>• Local Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> <li>• Student Portfolio</li> </ul>
	<ul style="list-style-type: none"> <li>• CLC Meetings</li> <li>• Open ended topics</li> <li>• Laptops</li> <li>• Thinking Maps</li> <li>• Document Readers</li> <li>• Writing to Learn</li> <li>• Differentiated Instruction for Special Population</li> <li>• Cross Disciplinary Topics</li> <li>• Notes</li> <li>• EAGLE Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• ELA/R Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Document Reader</li> <li>• Professional Development</li> <li>• Special Education</li> <li>• Modifications</li> <li>• Projector</li> <li>• Composition Books</li> </ul>	<ul style="list-style-type: none"> <li>• 08/18-05/19</li> <li>• As needed in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Low stakes informal Evaluation</li> <li>• Quizzes</li> <li>• Exams</li> </ul>

Speaking	<ul style="list-style-type: none"> <li>• CLC Meetings</li> <li>• Public Speaking Strategies</li> <li>• Research Strategies</li> <li>• Oral/Visual Presentation             <ul style="list-style-type: none"> <li>○ Sentence Stems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Computer</li> <li>• Internet Access</li> </ul>	<ul style="list-style-type: none"> <li>• 08/18-05/19</li> <li>• As needed for lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Visual Presentation</li> </ul>
Extra-Curricular	<ul style="list-style-type: none"> <li>• Individual Demonstrations</li> <li>• Individual Performances</li> <li>• Group Performances</li> <li>• Recitals</li> <li>• Concerts</li> <li>• Fall Show</li> <li>• Spring Show</li> <li>• Showcases</li> <li>• Sport specific Games and Tournaments</li> <li>• Football, Volleyball, Soccer, Baseball, Softball, Cross Country, Track and field, Swimming, Tennis, and Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Public</li> <li>• Judges</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Cafetorium</li> <li>• Stage Lights</li> <li>• Sound System</li> <li>• Instruments</li> <li>• Costumes</li> <li>• Art Supplies</li> <li>• Risers</li> <li>• Music Stands</li> </ul>	<ul style="list-style-type: none"> <li>• 08/18-05/19</li> <li>• Site and Time Specific</li> <li>• Title I</li> <li>• PFS Funds</li> <li>• SCE</li> <li>• Local Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearsals Before</li> <li>• During and After School</li> <li>• Public Praise (Newspaper)</li> <li>• Surveys</li> </ul>

## 2018-2019 District Goals

- Goal 1-Student Achievement
- Goal 2-Curriculum, Instruction, and Assessment
- Goal 3-Staff Quality, Recruitment, and Retention
- Goal 4-School Culture and Climate Retention
- Goal 5-Finance
- Goal 6-Family and Community Involvement
- Goal 7-Community and Business Partnerships
- Goal 8-Research/Development/Evaluation
- Goal 9-Communication
- Goal 10-Technology

*All strategies and action steps highlighted in yellow represent our sub-populations.*



**GOAL AREA I: Student Achievement**  
**OBJECTIVE I.1:** By the end of the 2018 – 2019 school year, Liberty Middle School will meet or exceed a 97.5% ATTENDANCE rate.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION	
Increase student attendance.	Provide incentive for attendance at the end of each six weeks and at the end of the year.	Grade level Administrator/School Community Liaison/Teachers	Attendance Rosters. Grade level incentive (snacks/prizes). Trophies.	08/18 – 05/19	Formative: <ul style="list-style-type: none"> <li>✓ Weekly district attendance by campus reports</li> <li>✓ District six weeks attendance by comparison</li> <li>✓ Phone logs</li> <li>✓ Certificates</li> <li>✓ Student excuses on file</li> <li>✓ Sign-in/out sheets</li> <li>✓ Attendance Policy Handout</li> </ul> Summative: <ul style="list-style-type: none"> <li>✓ High attendance rate (97% or better)</li> </ul>	
	Make daily parent contact for students who are absent.	Attendance Clerks/School Community Liaison	Increased phone availability. Update information on student demographics.	08/18 – 05/19		
	Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist.	Attendance Clerk/School Community Liaison	Teacher and student support	08/18 – 05/19		
	Disseminate policy awareness presentation/information handouts to parents.	School Community Liaison/Attendance Clerk	Copy paper, copier	08/18 – 05/19		
	Enforce school policy for tardies and absences.	Teachers/Safe and Civil School Committee	Tardy Policy and Attendance Logs	08/18 – 05/19		
	Require and enforce student sign-in at: <ul style="list-style-type: none"> <li>✓ front office</li> <li>✓ counselors</li> <li>✓ nurse</li> </ul>	Clerks/Counselors/Nurse and Security Guard	Sign-in/out sheets. Office pass.	08/18 – 05/19		
	Mini-Banners	Attendance Committee and Teachers	Attendance Rosters Banners	08/18-05/19		

**GOAL AREA 1: Student Achievement**  
**OBJECTIVE: 1.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Enforce district/state attendance policies.	Provide attendance clerk with rosters of planned activities.	Teachers/Counselors/Administration/ Attendance Clerk/School Community Liaison	Rosters	08/18 – 05/19	
	Encourage teachers to submit non-attendance referral forms after three unexcused absences.	Principal/School Community Liaison/Teachers	Non-Attendance Referral forms	08/18 – 05/19	Formative: ✓ Non-attendance referral forms ✓ Attendance logs ✓ Warning letter copies on file ✓ Parent conference dates on file ✓ Hearing dates on file ✓ Attendance Action Plan Summative: ✓ 97.5% or better attendance
	Contact with students and parents after three unexcused absences.	School Community Liaison	Attendance Logs. Warning letters.	08/18 – 05/19	
	Issue warning letter to parent/guardian. Give verbal reprimand.	School Community Liaison	Telephone contact. Meeting date.	08/18 – 05/19	
	Proceed with Legal Compulsory School Attendance Action (TEC:25.085).	School Community Liaison/Principal	Hearing dates. Warning dates.	08/18 – 05/19	
	Create an Attendance Action Plan with:	Principal w/ Student Community Liaison	District/TEA attendance rate. District attendance directives.	08/18 – 05/19	
	✓ attendance procedures for parents				
	✓ helpful tips for parents	Lina Garza And Raquel Garcia			
	✓ automated phone system calls parents				
	✓ Attendance Recovery Program (ARP)				

**GOAL AREA I: Student Achievement**  
**OBJECTIVE 1.2:** By the end of the 2018 – 2019 school year, Liberty Middle School will develop and implement instructional support systems to increase passing rates on STAAR of all **special population subgroups** as per the STAAR projection chart.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Improve STAAR performance of special populations to include AT-RISK students.	Identify special populations: ✓ At-Risk ✓ Migrant ✓ Gifted and Talented ✓ Special Education ✓ LEP ✓ Recent Immigrants  Incorporate software, i.e. Read 180, Systems 44, Study Island, Math 180, Read, Spell & Write, Clever/Compose Imagine Learning, ALEKS  Provide Reading/Math Intervention/Science, Math, Social Studies Enrichment, Reading Enrichment, TSI Class  Tutoring/Afterschool Academy	<b>Diagnostician/Administration/Counselors/LPAC</b>  <b>Intervention Teachers/STEM and Computer Applications Teachers/Read 180 Teachers/Administration</b>  <b>Teachers</b>	Cum Record Folders, Diagnostic Tests, LPAC Data PEIMS Reports  Local, Title 1, Priority Grant funds  Computers, reading resources, Math manipulatives.	08/18– 05/19  08/18 – 05/19  08/18 – 05/19	Formative: ✓ Staff Development attendance rosters on file ✓ Student profiles on file ✓ Test Data ✓ Lesson plans showing varied activities correlating to STAAR ✓ STAAR Tracking Record Forms ✓ Ignite Program ✓ Thinking Maps ✓ SRI Testing ✓ Master Schedule ✓ Sign-in Sheets ✓ Referrals to 504/Special Ed. Summative: ✓ Improved STAAR scores
	Follow RTI process to identify and provide support to struggling students  Hire retired educators and/or college students as tutors.	<b>RTI Team / Diagnostician</b>  <b>Principal/Assistant Principals</b>	RTI documentation  Local, Title 1, Priority Grant funds.	08/18 – 05/19  01/19 – 05/19	

**GOAL AREA I: Student Achievement**

**OBJECTIVE: 1.2 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	<p>Analyze all test data to include:                      ✓ STAAR tests                      ✓ Benchmark tests                      ✓ CBA – Content Based Assessment                      ✓ LAS Reading/Writing                      ✓ Special program                      ✓ diagnostic tests to identify student needs                      ✓ TELPAS                      ✓ Explore Exam                      ✓ SRI Lexile Score                      ✓ STAR ZPD Score</p> <p>Student tracking charts will be used to make data driven decisions.</p> <p>Apply sheltered instruction model in curriculum development.                      Apply CIF Strategies</p> <p>Implement Ignite program as an extra resource.</p> <p>Incorporate Thinking Maps and foldables into curriculum.</p> <p>Provide extended day program for Reading, Math, Social Studies, Spanish and ELA after school and on Saturdays.                      Blitz Wednesday</p>	<p>Administration/Teachers/CPOC Committee/CLC</p> <p>Administration/Academic Teams</p> <p>Department Heads with Teachers</p> <p>Administration/Department Heads/Instructional Coach</p> <p>History and Science teachers.</p> <p>Principal/Dean of Instruction with Department Heads</p> <p>Administration/Teachers</p>	<p>Testing Materials and Data</p> <p>Binders.                      Student profiles.                      Assessments.                      DMAC</p> <p>ELPS Training</p> <p>CLC/Instructional Coach Curriculum on wheels</p> <p>Staff training manuals.                      Dinah Zikes books.                      Teachers.                      Title I Funds.</p>	<p>08/18 – 05/19</p> <p>10/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>11/18 – 05/19</p> <p>01/18 – 05/19</p> <p>10/18 - 05/19</p>	<p>Formative:                      ✓ Staff Development attendance rosters on file                      ✓ Student profiles on file                      ✓ Test Data                      ✓ Lesson plans showing varied activities correlating to STAAR                      ✓ STAAR Tracking Record Forms                      ✓ Ignite Program                      ✓ Thinking Maps                      ✓ SRI Testing                      ✓ Master Schedule                      Summative:                      ✓ Improved STAAR scores</p>

**GOAL AREA I: Student Achievement**  
**OBJECTIVE: 1.2 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement comprehensive STAAR action plans to increase all student performance on STAAR	Provide STAAR academies for special populations and AT-RISK students.	Principal/Dean of Instruction	Title I Funds. SCE. Teachers.	09/18 – 05/19	
	Include new reading strategies (Diana Ramirez) including new graphic organizers to build fluency.	Teachers/Diana Ramirez	Diana Ramirez Curriculum	08/18 – 05/19	
	Provide instructional materials/manipulatives required by teachers.	Teachers/Secretary	Instructional materials, Title I, SCE, ARRA, Local	08/18 – 05/19	Formative: ✓ STAAR Tracking Record forms ✓ Student binders/ student profile ✓ Benchmark tests ✓ Lesson Plans Summative: ✓ Improved STAAR scores
	Target instruction on areas of weakness on STAAR.	Principal/Department Heads/ Teachers/CLC	STAAR Data Testing Materials	08/18 – 05/19 08/18 – 05/19	
	Use STAAR testing format on tests throughout content areas.	Principal/Department Heads/Principa/CLCI	Close Reading Passages by Read Works	08/18 – 05/19	
	Incorporate reading and writing in all academic and elective classes (Literacy Across the Curriculum)	Principal/Department Heads/Teachers	STAAR Data	08/18 – 05/19	
	Daily CLC meetings/ planning to analyze TEKS objectives data.	Department Heads/Teachers/Administration	Testing Materials. STAAR Release tests. District developed tests (CBA's).		
	Administer District STAAR Benchmark tests and District Six Weeks test/CBA.	Administration/Dean of Instruction/ Teachers			

**GOAL AREA I: Student Achievement**  
**OBJECTIVE: 1.2 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	<p>Conduct weekly department meetings.</p> <p>Use scaffolding strategies to build on prior knowledge.</p> <p>Recent Immigrants (ESL)</p> <ul style="list-style-type: none"> <li>✓ Inside Reading adoption</li> <li>✓ Read 180 (2<sup>nd</sup> and 3<sup>rd</sup> year recent Immigrants</li> <li>✓ System 44 (1<sup>st</sup> year recent immigrants</li> <li>✓ Accelerated Reader</li> <li>Imagine Learning</li> <li>✓ Accelerated Reading and testing the last Friday of the month with elective classes</li> <li>✓ 6<sup>th</sup> grade Reading Intervention for the 6<sup>th</sup> graders who tested in Spanish in 5<sup>th</sup> grade</li> <li>Imagine Learning In 6<sup>th</sup> and 7<sup>th</sup> grade STEM classes</li> </ul>	<p>Administration/Department Heads/Teachers/CLC</p> <p>Department Heads/Teachers/CLC</p> <p>Principal/ESL Teacher</p>	<p>Vertical alignment through grade contents.</p> <p>Vertical alignment through grade contents.</p> <p>Read 180. System 44. Accelerated Reader. Title I and Local Budgets.</p> <p>Inside Reading Adoption Read 180 Systems 44</p> <p>Think Through Math Program</p>	<p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18-05/19</p> <p>08/18-05/19</p>	



**GOAL AREA I:** **Student Achievement**  
**OBJECTIVE 1.3:** By the end of the 2018-2019 school year, Liberty Middle School will meet the required improvement for math, reading, writing and social studies in order to meet the 90% state standard within five years **FOR ALL STUDENTS.**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide STAAR academies for regular and special education students.	Schedule content area STAAR tutoring. <ul style="list-style-type: none"> <li>• Wednesday Blitz</li> <li>• Pull outs</li> <li>• Saturday Tutoring</li> <li>• Summer School</li> </ul>	Principal with Dean of Instruction, Teachers with Administration, All Teachers	Teacher texts, Student Materials, Transportation, Title I Funds, SCE Funds, PFS Funds.	1/19 – 05/19	Formative: <ul style="list-style-type: none"> <li>✓ Tutoring Logs, Lesson Plans</li> </ul> Summative: <ul style="list-style-type: none"> <li>✓ Improved STAAR Scores</li> </ul>
Incorporate STAAR related activities on a regular basis.	Identify student special population and identify language proficiency levels with TELPAS ratings.	Administration/Dean of Instruction/ Teachers/CLC	STAAR scores TELPAS Rating	08/18 – 05/19	Summative: <ul style="list-style-type: none"> <li>✓ STAAR scores</li> </ul>
Analyze student STAAR profile.	Use district curriculum to target weak areas.  Formulate STAAR academies.	Administration/Dean of Instruction/ Teachers  Principal/Dean of Instruction/Teachers	DMAC Reports  STAAR scores/CBA Scores/Benchmark Scores	08/18 – 05/19  08/18 – 05/19	Formative: <ul style="list-style-type: none"> <li>✓ Student profiles on file</li> </ul> Summative: <ul style="list-style-type: none"> <li>✓ STAAR scores</li> </ul>

**GOAL AREA I: Student Achievement  
OBJECTIVE: 1.3 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Reading Intervention.	Writing and multiple choice questions including scoring rubrics.	Teachers/Administration/CLC	Read Works	09/18 – 05/19	Formative: ✓ Lesson plans Summative: ✓ Improved STAAR scores
	Require students to write answer justifications for multiple choice questions (across contents).	Content Area Teachers/Department Heads/CLC	Read Works	09/18 – 05/19	Formative: ✓ Lesson Plans Summative: ✓ Improved STAAR scores
Math Intervention	Manipulatives, writing and multiple choice questions including scoring rubrics.	Math Teachers/Administration/CLC	ALEKS Motivation Math Go Math!	09/18 – 05/19	



**GOAL AREA I: Student Achievement**  
**OBJECTIVE: 1.3 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement district curriculum.	Provide teacher training (for all content area teachers).	Content Area Teachers Department Heads	Training Dates	08/18 – 05/19	Formative: ✓Lesson Plans ✓Classroom observations ✓Session attendance Summative: ✓Improved STAAR scores ✓Implementation of District-wide CSCOPE curriculum
	Implement district curriculum in all content areas, grades 6 – 8.	Principal/Department Heads and Assistant Principal in charge of respective content areas/Content Coordinators	District curriculum	08/18 – 05/19	Formative: ✓Student portfolios ✓Student tracking charts Summative: ✓Improved STAAR scores
Display student work	Collect student work	Content Area Teachers	Curriculum and Resources used by teachers	09/18 – 05/19	
	Provide teacher training (for all content area teachers).	Administration/Instructional Coach	Training Dates	08/18 – 05/19	
	Implement District curriculum in all content areas, grades 6 – 8.	Principal/Department Heads and Assistant Principal in charge of respective content areas.	District curriculum	08/18 – 05/19	
	ELAR- Implement Diana Ramirez Story Plot Map	ELAR Teachers	Diana Ramirez Training	10/18 - 05/19	

**GOAL AREA 1: Student Achievement**  
**OBJECTIVE 1.4: By the end of the 2018-2019 school year, Liberty Middle School will meet a zero percent drop-out rate.**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Make home contact.  Educate student and family to reduce number of dropouts.	Conduct daily phone consultations for absent students.	School Community Liaison and Attendance Clerk	School attendance reports	08/18 – 05/19	Formative: ✓ Attendance and Student Population Records ✓ Signed Home Compacts on file in parent-center ✓ Census Forms Summative: ✓ PEIMS Drop-Out Report
	Conduct home visits through School Community Liaison.	School Community Liaison/Administration	School attendance reports	08/18 – 05/19	
	Conduct home visits through school migrant program for migrant population.	Migrant Counselor	School attendance reports	08/18 - 05/19	
	Send a Teacher/Parent/Student Agreement Form (Home Compact) to parents/guardians in larger print.	Homeroom teachers/Principal with Parent Educator	Home compacts in Spanish and English	09/18 – 10/18	
	Send Census forms to parents/guardians.	Homeroom teachers/PEIMS Clerk	Census forms	08/18 – 05/19	Formative: ✓ Counseling session sign-in sheets/survey ✓ Parent volunteer time logs/survey ✓ Daily log books/Journals ✓ Parent training skills ✓ Sign-in sheets/survey ✓ Withdrawal forms Summative: ✓ PEIMS Drop-Out Report
	Conduct counseling session with students.	Counselors/Teachers	Social student support	08/18– 05/19	
	Encourage parent volunteer participation.	Parent Educator/Administration	Parent Volunteer Program Guidelines	Weekly thru 08/18 – 05/19	
	Invite parents to parenting sessions.	Parent Educator/Administration	Parenting Skills Program Guidelines	08/18 – 05/19	
	Interview parent and student to obtain accurate withdrawal information and withdrawal codes.	Counselors/School Community Liaison	Withdrawal forms	08/18 – 05/19	
	Provide families with college readiness materials.	Counselors/Parent Educator	Local Funds	08/18 – 05/19	

**GOAL AREA I: Student Achievement**  
**OBJECTIVE 1.4:** By the end of the 2018-2019 school year, Liberty Middle School will meet a zero percent drop-out rate.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide Staff with Drop-Out information.	Present drop-out information at CLC meetings.	Principal/School Community Liaison	Registration Records	Per Semester 08/18 & 05/19	Formative: ✓ Agendas ✓ Withdrawal Interview Forms
	Attend Countdown to Zero Recovery Walk	Principal/Administration/School Community Liaison/Staff	Dates/Locations	September 2018-October 2018	Summative: ✓ PEIMS Drop-out Rep

**GOAL AREA I:** **Student Achievement**  
**OBJECTIVE 1.5:** By the end of the 2018-2019 school year, Liberty Middle School will utilize performance based assessment with real world competencies developing problem solving and decision making techniques in all classrooms **FOR ALL STUDENTS.**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Expose students (especially AT-RISK) to real life decision-making and leadership development.	Incorporate current events correlated to individual subject areas to include responsible decision-making.	Teachers/Department Heads/Counselors/ Teen Leadership Teachers	Newspapers, Magazines.	08/18 – 05/19	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>✓ Lesson plans</li> <li>✓ Student attendance roster</li> <li>✓ AT-RISK student rosters</li> <li>✓ Channel One</li> <li>✓ Training documentation on file</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>✓ Improved student achievement on STAAR</li> </ul>
Increase student responsibility.	Encourage higher level thinking in class work and homework.	Teachers/Administration	District curriculum	08/18 – 05/19	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>✓ Lesson plans, Team conference records</li> <li>✓ Student project Displays</li> <li>✓ Cornell note-taking sample binders</li> <li>✓ Student notebooks</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>✓ Improved STAAR scores</li> </ul>
	Encourage students to read and test on science and history resources from Library.	Librarians	Library Books, E-books, AR connected computers in Science and History classes.	08/18 – 05/19	
	Encourage student projects to develop awareness of real world decision-making and problem solving through individual and/or group projects.	Academic Team/Administration	Technology/Internet. Newspapers.	08/18 – 05/19	
	Encourage the use of Interactive Notebooks (ISN)	Content Area Teachers	Composition Notebooks	08/18-05/19	
	Encourage students to own their performance and progress.	Teachers/Administration	Student Tracking Profiles	08/18 – 05/19	<ul style="list-style-type: none"> <li>✓ Improved Student Achievement</li> <li>• Report Cards</li> <li>• STAAR Results</li> </ul>

**GOAL AREA I:** Student Achievement  
**OBJECTIVE:** 1.5 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Incorporate the IB "MYP" Strategies	-IB Training. -Campus visitation.	Administration / I.B. Strategist	Unit Planner Templates IB MYP Material IB Fees	08/18 – 06/19	Formative: ✓ In-class monitoring Summative: ✓ School-wide IB Principles in place.
Implement the strategies of the Common Instructional Framework (CIF) campus-wide.	-Continued training on Use of CIF. -Accountability.	Instructional Coaches / Educate Texas/CLC/Department Heads		2018 – 2019	Formative: ✓ In-class monitoring Summative: ✓ School-wide CIF in place

**GOAL AREA II: Curriculum, Instruction and Assessment**

By the end of the 2018-2019 school year, the academic teaming concept will continue to improve at Liberty Middle School.

**OBJECTIVE 2.1:**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide transition activities for 5 <sup>th</sup> graders (incoming 6 <sup>th</sup> graders)	<ul style="list-style-type: none"> <li>Hold orientation meeting:                             <ul style="list-style-type: none"> <li>-provide campus tour</li> <li>-disseminate information on course work and dual language program</li> <li>-showcase fine arts department and extra-curricular activities</li> </ul> </li> </ul>	Administration/Social Worker/Sponsors/Teachers/Counselors	Pamphlets	Annual dates set by administration	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>✓Parent Sign-In Sheets</li> <li>✓Student Course Requests</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>✓Provide easy transition into middle school</li> </ul>
Strengthen academic teacher teams.	<ul style="list-style-type: none"> <li>Pre-registration:                             <ul style="list-style-type: none"> <li>-Provide course registration form to elementary students</li> </ul> </li> </ul>	Administration/Counselors	Registration Packet	04/18 – 05/19	
	<ul style="list-style-type: none"> <li>Recruit elementary students for extra-curricular activities in fine arts department, band, orchestra</li> </ul>	Administration/Teachers/Sponsors	Transportation for students	04/19 – 05/19	
	<ul style="list-style-type: none"> <li>Require team attendance at daily team conferences.</li> </ul>	Team Leaders/Administration	Team Minutes	08/18 – 05/19	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>✓Team Minutes and Agendas</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>✓Staff Development on file</li> <li>✓Workshop Certificates on file</li> <li>✓Campus Attendance Rosters on file</li> <li>✓STAAR Tracking</li> </ul>
	<ul style="list-style-type: none"> <li>Include Elective, Special Education Teachers, grade level Assistant Principals in team conferences as student needs demand.</li> </ul>	Team Leaders/Elective /Special Education Teachers and Administration	Grade Books, Progress Reports, STAAR Tracking Charts	08/18 – 05/19	



**GOAL AREA II:** Curriculum, Instruction and Assessment  
**OBJECTIVE:** 2.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Submit team reports to grade level administrator.	Team Leaders	Copy of Team log reports	End of each six weeks 18 – 19	Charts ✓ Grade Books ✓ Progress Reports ✓ Team Report Logs Summative: ✓ Strong academic Teams with staff development documentation on file.
	Use team meeting time to discuss, plan, integrate, and incorporate all core curriculum areas.	Team Teachers/Administration	Thematic unit interdisciplinary resources. Thematic models.	08/18 – 05/19	
	Send teachers & administrators to workshops for all subject areas.	Dean of Instruction/Teachers/Principal	Region I workshop website. Local Budget Funds. Priority Grant(PFS) Title I Funds	08/18 – 05/19	
	Team unity building activities.	Administration/Dean of Instruction	Local Budget Funds	08/18 – 05/19	
	Provide Professional Development: ✓ ELPS ✓ Thinking Maps ✓ Special accommodations for student subgroups ✓ Read 180 ✓ Systems 44 ✓ Math Enrichment ✓ Science Enrichment ELA Writing training ✓ CAST ✓ 8 <sup>th</sup> grade Social Studies Enrichment ✓ Lead4ward ✓ CIF ✓ Study Island ✓ Istation/Compass Learning ✓ Think Through Math ✓ Irma Duran	Administration/Dean of Instruction	District Staff Development Consultants. Liberty Staff. Campus Administration  Title I Funds and Priority Grant (PFS)		

**GOAL AREA II: Curriculum, Instruction and Assessment**  
**OBJECTIVE 2.2:** By the end of the 2018-2019 school year, Liberty Middle School will establish Content Day planning periods for all teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Set common planning periods for all teachers.	Create common planning periods in master schedule.	Principal with Assistant Principal in charge of scheduling	Master schedule	09/18- 05/19	Formative: ✓Content Day Logs ✓Master Schedule
	Discuss student academic problem areas and brainstorm possible solutions during common planning periods.	Same content area teachers/CLC	Master schedule. Common planning periods.	09/18 - 05/19	Summative: ✓Teachers planning together enabling improved student achievement.
	Provide District Curriculum Planning Time.	Principal/Teachers/CLC	Planning materials.	09/18 - 05/19	
	Schedule field trips to colleges. Plan career days.	Principal / Teachers / Sponsors/Librarian	Local budget. Travel arrangements. College for Every Student Grant. Title I	09/18 - 05/19	Formative: ✓Sign-in sheets ✓Field Trip forms Summative: ✓Teachers planning together encouraging students to further their education.
Schedule field trips to visit colleges to enforce college ready, connected and complete.					



**GOAL AREA II: Curriculum, Instruction and Assessment**

**OBJECTIVE 2.3:** By the end of the 2018-2019 school year, library use will be integrated with classroom activities to ensure that resources in the library accommodate the needs of **ALL STUDENTS** at Liberty Middle School including **special populations**.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Provide library orientation to students/staff.</p> <p>Coordinate STAR, AR program, PSJA Battle of the Books, Reading Laureate Program, Literary Scholars, Texas Lone Star Club, Early Bird Readers, Picture Books &amp; Beyond, and campus reading incentives.</p>	<p>Schedule language arts teachers to go to the library.</p> <p>Meet with academic teams and review library resources.</p> <p>Survey teachers on books needed in the library.</p> <p>Coordinate time for students to test on AR &amp; STAR</p> <p>Library web-page used to inform teachers of other Reading programs.</p> <p>College Readiness Field trip.</p>	<p>Librarians with Reading teachers/Dean of Instruction and Principal</p> <p>Librarians with Reading teachers/Dean of Instruction</p> <p>Librarians with Department Heads/Dean of Instruction</p> <p>Librarians with Team Leaders and Department Heads/Principal</p> <p>Librarians/Principal</p>	<p>Class Release Time. Library Resources.</p> <p>Academic Team Planning Period</p> <p>Survey Request Forms</p> <p>Computers with AR Program. STAR program. Title I</p> <p>AR program with Reading level and point value. Computer log.</p>	<p>08/18 – 10/18 First Six Weeks</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p>	<p>Formative:                      ✓Library log book                      ✓Team agendas/minutes                      ✓Book order forms                      Summative:                      ✓Orientation sessions documented in library log book</p> <p>Formative:                      ✓AR test print-outs                      ✓AR point accumulation and participation list                      ✓STAAR Reading scores                      ✓Computers in Reading classrooms and library                      ✓Student evaluations of library events                      ✓Library website                      Summative:                      ✓Library programs integrated in classroom circulation</p>

**GOAL AREA II:** Curriculum, Instruction and Assessment  
**OBJECTIVE:** 2.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Encourage teachers and students to view library website for reading programs.	Librarian	Library website	08/18 – 05/19	Summative (cont'd): ✓ Identified student reading levels
	Purchase more books.	Principal	Local library budget allotment/catalog. Suggestion box. Local funds. SCE/Title I funds.	08/18 – 05/19	
	Establish A.R. program in all classrooms.	Teachers/Principal/Librarian	State technology budget	08/18 – 05/19	
	Provide additional incentives in the library, classroom and at the campus level.	Librarian with teachers	Incentives provided by teachers, librarians, department heads	08/18 – 05/19	
	Test students with STAR program to determine reading level at the beginning, middle, and end of the year to determine and increase ZPD.(Zone of Proximal Development)	Librarian with teachers	Library calendar. STAAR program.	08/18 – 05/19	
	Instruct students on how to do research using MackinVia Resources and internet resources.	Librarian with teachers	List of student with Internet Parental Permission	08/18 – 05/19	
	Initiate author visits.	Librarian with District Library Coordinator	List of community authors	08/18 – 05/19	

**GOAL AREA II: Curriculum, Instruction and Assessment**  
**OBJECTIVE 2.4:** By the end of the 2018-2019 school year, guidance and counseling services will be offered to ALL STUDENTS.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Encourage counselors to make classroom or team presentations on drug prevention and character building.	Schedule presentation of lessons.	Counselors with Teachers/Principals	Audio Visuals. Training packets. Drug Prevention materials. Speakers.	08/18 – 05/19	Formative: ✓ Lesson plans, counselor participation sheets, drug logs, student surveys, teacher feedback, evaluation forms Summative: ✓ Guidance and counseling services available for all students
	Invite community speakers for career awareness presentations, Red Ribbon week and Texas Scholars.	Counselors/Administration	Community Speaker. Telephone directory. Community flyers.	08/18 – 05/19	
	Invite a variety of high school clubs and organizations.	Counselors	List of high school clubs, organizations and sponsors.	01/19 – 05/19	
Survey students with Career Pathway program.	Schedule Career Pathway survey with all students in advisory period.	Eighth grade counselor	Career Pathway software in lab. Eighth grade student schedule.	10/18 – 05/19	Formative: ✓ Career Pathways program ✓ Student survey data Summative: ✓ High school graduation data
	Contact adequate personnel & schedule presentation and/or distribute pertinent information.	Counselor	Community members	10/18 – 05/19	Formative: ✓ Career Day Summative: ✓ College Readiness/Awareness for students

**GOAL AREA II:  
OBJECTIVE 2.5:**

**Curriculum, Instruction and Assessment**

By the end of the 2018-2019 school year, **dual language** programs that will enhance the English/Spanish speaking abilities of LEP/Non-LEP and recent immigrant students will be in full force at Liberty Middle School.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement the dual language program through the 8 <sup>th</sup> grade.	Designate Spanish History classes in grades 6-7. Implement Spanish language arts classes in 6 <sup>th</sup> – 8 <sup>th</sup> grades. Supplies and materials for dual language program.	Principal with Counselors and Teachers Principal with Counselors and Teachers Dean of Instruction and Instructional Coaches	Spanish speaking teachers Funds to hire Spanish speaking elective teachers Local Funds	08/18 – 05/19 08/18– 05/19 08/18 – 08/19	Formative: ✓ Master schedule Summative: ✓ Dual Language Program in place ✓ Spanish language enhancement classes for recent immigrant students in place
Coordinate AP Spanish testing.	Apply for AP Spanish testing.	Dean of Instruction with District Dual Language Coordinator	AP Spanish testing. Dual Language. Eighth grade students.	01/19– 08/19	
Strengthen Science Curriculum.	Require each lab to be fully equipped.	Dean of Instruction with Science Coordinator	Grade level appropriate lab equipment. Title I, SCE, Local.	08/18 – 08/19	Formative: ✓ AP Applications ✓ Testing material Summative: ✓ AP Spanish college credit
Strengthen Math and Social Studies Curriculum.	Require classrooms to be fully equipped.	Dean of Instruction, Math and Social Studies Department Heads	Appropriate lab equipment. Promethean boards, Mimio Smart board. Headsets for Math 180 labs. Title I, SCE, Local,	08/18 – 08/19	
Strengthen Math, Social Studies, ELA, Science Curriculum.	Provide maps, educational games, instructional supplies for Math, Reading, Writing, Science and Social Studies.	Dean of Instruction, Teachers, Department Heads, and CLC Meetings	Instructional materials, Student Binders, Headsets for Read 180 labs, copiers for instructional copies, calculators, PSJA Print Shop (booklets, review guides). Title I, SCE, Local Priority Grant	08/18 – 08/19	

**GOAL AREA III:  
OBJECTIVE 3.1:**

**Staff Quality, Recruitment and Retention**

By the end of the 2018-2019 school year, Liberty Middle School will implement strategies to attract/retain HQ teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Promote strategies for attracting/retaining Highly Qualified Staff.	Distribute staff development needs surveys.	Principal with Dean of Instruction	Survey forms	09/18 – 05/19	<u>Formative:</u> ✓ Survey results ✓ Staff Development Plan proposal for CPOC ✓ CPOC agendas, minutes ✓ Teacher evaluations of presentations ✓ Certificates
	Review survey findings and target exact areas of staff development needs.	Principal with Dean of Instruction and Department Heads	Surveys	09/18 – 05/19	<u>Summative:</u> ✓ Effective staff training resulting in higher STAAR scores
	Propose staff development plan to CPOC.	Principal/CPOC members	Staff Development Plan	09/18 – 05/19	McRel Summaries
	Coordinate quality on-going professional development.	Dean of Instruction with Principal/ Administration	Consultants. Local funding. Title I Priority Grant Funds (PFS)	09/18 – 05/19	SLO Performance
	Implement Performance pay schedule. (McRel Evaluation System)	Principal with Dean of Instruction	Funding: TIF Grant	09/18 – 05/19	



**GOAL AREA III: Staff Quality, Recruitment and Retention**  
**OBJECTIVE: 3.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<ul style="list-style-type: none"> <li>Seek out research-based professional development opportunities for all staff members to include (but not limited to):</li> <li>✓state mandated training (Bilingual/ESL/GT)</li> <li>✓SIOP/Sheltered Instruction</li> <li>✓Thinking Maps</li> <li>✓Inclusion</li> <li>✓Technology</li> <li>✓Dual Language Institute</li> <li>✓Region One offerings</li> <li>✓Fitness Gram</li> <li>✓Read 180/Systems 44</li> <li>✓ASCD Conference</li> <li>✓Gang-Violence conference</li> <li>✓CAWIT</li> <li>✓ELPS</li> <li>✓CAST/RGV CAST</li> <li>✓RGV TABE/TABE/NABE</li> <li>✓NASA</li> <li>✓HESTEC</li> <li>✓Inclusion Works!</li> <li>✓Assessment Conference</li> <li>✓Holy Cow Science Conference</li> <li>✓Job-embedded Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Register teachers for training in their content areas.</li> <li>Allow common planning periods for teachers to share strategies learned.</li> <li>Conduct vibrant CLC's for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dean of Instruction with Principal</li> <li>Principal with Department Heads / Campus Administrators /Teachers</li> <li>Administration CLL and CLF's</li> </ul>	<ul style="list-style-type: none"> <li>Local funds.</li> <li>Title I funds.</li> <li>SCE funds.</li> <li>PFS Funds</li> <li>Time in master schedule</li> <li>CLC Roadmap</li> </ul>	<ul style="list-style-type: none"> <li>09/18 – 05/19</li> <li>08/18 – 05/19</li> <li>08/18 – 05/19</li> </ul>	<ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>✓Registration documents on file</li> <li>✓ERO printouts</li> <li>✓Master schedule</li> </ul> </li> <li>Summative: <ul style="list-style-type: none"> <li>✓Highly Qualified staff resulting in a stronger learning environment</li> </ul> </li> <li>Walk-throughs</li> </ul>

**GOAL AREA III:  
OBJECTIVE:** Staff Quality, Recruitment and Retention  
3.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<ul style="list-style-type: none"> <li>✓ Social Worker Conf.</li> <li>✓ Assessment Conference</li> <li>✓ Instructional Coach Training</li> <li>✓ Safe School Ambassadors</li> <li>✓ IB Conference</li> <li>✓ College Ready/College Connected</li> <li>✓ CHAMPS</li> <li>✓ AP Institute</li> <li>✓ Pre-AP Institute</li> <li>✓ CIF</li> <li>✓ PBIS</li> <li>✓ Capturing Kids' Hearts/Process Champions</li> <li>✓ School Improvement Conference</li> <li>✓ STEM Labs</li> <li>✓ Model Schools Conf.</li> <li>✓ CAST</li> <li>✓ ESC Turnaround Educator Series</li> <li>✓ TASSP</li> <li>✓ Curriculum Associates</li> <li>✓ McRel</li> <li>✓ CollegeBoard</li> </ul>					



**GOAL AREA III: Staff Quality, Recruitment and Retention**  
**OBJECTIVE: 3.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Certify that all teachers are Highly Qualified (HQ).  Implement the Texas High School Project – College Ready/College Connected. ✓ CIF Strategies	Schedule McRel (6 hr) training for all new teachers.  Assure that all teachers are HQ through Degree or House: ✓ coursework ✓ in-service ✓ experience	Dean of Instruction with Principal  Principal with Dean of Instruction	PDAS training timeline  TEA certification records	08/18– 01/19  08/18 – 05/19	Formative: ✓ PDAS training ✓ Certificates ✓ Teacher certification reports on file Summative: ✓ Highly Qualified teachers
	Summarize: Weekly entries build support. Incorporate writing in all classes.	Teachers/Administration/Students	Notebook, Stories, Novels, Vocabulary, Composition Books.	08/18 – 05/19	Formative: ✓ Holistic Scoring ✓ Monitoring Summative: ✓ Improved STAAR scores

**GOAL AREA III:  
OBJECTIVE 3.2:**

**Staff Quality, Recruitment and Retention**

By the end of the 2018-2019 school year, all new teachers will participate in the New Teacher Mentor program with qualified and experienced cooperating teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide all first year teachers with mentors.  Provide new staff members with campus policies and procedures.	Assign mentors within first week of school (1 <sup>st</sup> week of 2 <sup>nd</sup> semester for new mid-year teachers).	Dean of Instruction/Principal/Instructional Coach	New teacher and mentor list	08/18 – 05/19	Formative: ✓ Mentor/Inductee On-going Formative and Summative Evaluation ✓ Observation feedback ✓ Teacher self-report Summative: ✓ List of all new teachers with assigned qualified mentors
	Require participants to adhere to campus/district/program timelines/guidelines/Requirements.  Require first year teachers to observe other teachers.	Mentor Inductees/Dean of Instruction  Dean of Instruction/Principal/Grade Level Administrator	New teacher and mentor list  Substitute teachers	08/18 – 05/19  Once per semester for 2018-2019 school year	Formative: ✓ Sign-in sheets ✓ Agendas Summative: ✓ New teacher evaluations
	Hold meeting with new staff members to disseminate campus information on policies and procedures.	Mentors and Inductees/Dean of Instruction/Administrator	Campus and District Policies/Procedures Handbook	Once per semester for 2018-2019 school year per six weeks	

**GOAL AREA III: Staff Quality, Recruitment and Retention**  
**OBJECTIVE 3.3:** By the end of the 2018-2019 school year, Liberty Middle School will provide effective communication between the Campus Council and staff.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Establish site-based decision making CPOC committee.	Type and distribute minutes to CPOC for approval.	Recording secretary/Principal/CPOC members	CPOC Minutes	Monthly through 2018 - 2019	<u>Formative:</u> ✓ Minutes of CPOC meetings and staff ✓ CPOC highlights ✓ Sign-in sheets
	E-mail CPOC highlights in a timely manner.	Recording secretary/Principal	CPOC Minutes	Monthly through 2018 - 2019	<u>Summative:</u> ✓ Site-based decision making CPOC agendas/minutes on file.
	Announce CPOC meetings and invite staff.	Assistant Principal	Announcement forms	Monthly / second Wednesday of the month	

**GOAL AREA III:  
OBJECTIVE 3.4:**

**Staff Quality, Recruitment and Retention**

By the end of the 2018-2019 school year, Liberty Middle School will utilize effective procedures for recruitment and employment of new staff members.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Attend teacher job fairs.	Collaborate with District Personnel Office or Job Fair. Attend Job Fair.	Principal Principal	District Personnel Management procedures University Job Fair Schedule	08/18 – 05/19 08/18 – 05/19	Formative: ✓ Job Fair announcement on file ✓ Job Fair attendance record Summative: ✓ Recruitment of Highly Qualified Staff
Continue current employment procedures.	Contact District Personnel Office of upcoming vacancies. Select interview committee. When possible include a representative from area vacated for interview committee.	Principal Principal Principal	District related policies/procedures. KTRI-TV. Interview form. Staff committee. Posted vacancies.	08/18 – 05/19 08/18 – 05/19 08/18 – 06/19	Formative: ✓ Advertisement of new openings through district Human Resources Department Summative: ✓ Recruitment of highly qualified staff
Provide administration / management with the necessary supplies and equipment needed for daily operations to ensure positive climate through organization and management.	Provide basic daily supplies, materials as needed.	Principal / School Secretary	Local Funds, SCE Funds, Title-I Funds	08/18 – 05/19	Formative: ✓ Supplies and materials ✓ Approved vendor Catalogs Summative: ✓ Funding

**GOAL AREA IV:  
OBJECTIVE 4.1:**

**School Culture and Climate**

By the end of the 2018 - 2019 school year, the Liberty Middle School Fine Arts Department will collaborate to coordinate visual and performance based students each semester.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Organize programs for presentation.	Allow time for fine arts program planning, school functions , i.e. dances, socials.	Principal with Fine Arts teachers and Department Heads/Staff Members	Activities Calendar. Planning time for teachers. Student behavior progress reports.	08/18 – 05/19	Formative: ✓ Activities calendar, program dates, staff development calendar ✓ Posters, programs, announcements
	Send invitations to students, parents, community members and district administrators.	Principal with Fine Arts teachers/ Department Heads/Staff/Parent Educator/ Secretary	Program invitations. Posters. Event dates. Camera (video/digital)	08/18 – 05/19	Summative: ✓ School-wide student involvement in co-curricular activities.
	Advertise activities on marquee and school PA system.	Principal with Fine Arts teachers/Staff/ Custodial Staff	Marquee materials/ announcement forms/School Messenger/District Website/Living Tree	08/18 – 05/19	Examples: -Theatre productions -Art exhibits -Band concerts -Dance recitals
	Contact district media and public relations office for additional program coverage.	Principal with Fine Arts teachers and Staff Members	KTRI Channel 37. The Monitor. PSJA Newsletter.	08/18 – 05/19	

**School Culture and Climate**

By the end of the 2018-2019 school year, Liberty Middle School will provide opportunities for all students to experience success through individual and group accomplishments.

**GOAL AREA IV:  
OBJECTIVE 4.2:**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Recognize students for perfect attendance and academic achievement.	Hold an end-of-year awards assembly.	Principal with Team Leaders/designated Administrator/School Community Liaison/Migrant Clerk/Counselors	Certificates. Student incentives. Academic data. Trophies. Contact district media – pictures.	Every six weeks through 2018 -2019 school year	Formative: ✓ Activity calendar ✓ List of recognized students ✓ Honor Roll lists ✓ Announcements ✓ Attendance counts ✓ Library calendar Summative: ✓ Positive school climate
	Honor Roll Tea.	Teachers/Counselors/Administration Academic Success Committee	Certificates/ribbons/fundin g for incentives. Coupons from surrounding restaurants.	Every six weeks through 2018 -2019 school year	
	Recognize academic achievement through use of school PA system.	Team Leaders with Teachers/designated Administrator/Counselors	Announcements	Every six weeks through 2018-2019 school year	



**GOAL AREA IV: School Culture and Climate**  
**OBJECTIVE: 4.2 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Recognize academic achievement through school awards assembly at end-of-year.	Teachers/Administration	Certificates/ribbons/Trophies.	May 2019	
	Recognize athletic and fine arts achievement.	Sponsors and Coaches/Administration	Awards supplies. Activity fund athletic account for athletic banquet.	Every six weeks through 2018-2019 school year and at end-of-year banquet.	
	Recognize students with perfect attendance.	School Attendance Specialist/Teachers	Attendance counts. Incentives. Contact District Media.	Every six weeks.	
	Recognize students in library reading programs.	Librarians/Teachers	Certificates. Trophies. Activity fund for library incentives.	08/18 – 05/19	
	Recognize Team teachers for AR support	Administration	Funding Lunches	08/18 – 05/19	



**GOAL AREA IV:  
OBJECTIVE 4.3:**

**School Culture and Climate**  
By the end of the 2018-2019 school year, **all students** at Liberty Middle School will strengthen their awareness of **multi-cultural** activities through participation in extra and co-curricular activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement multi-cultural activities.	Incorporate a variety of cultural traditions, holidays and celebrations into lessons.	Teachers/Department Heads/ Librarians	Guest speakers, thematic units, department/library internet	08/18- 05/19	Formative: ✓ Lesson plans, Classroom observation forms, displays ✓ Scrapbooks ✓ Announcements/ Invitations Summative: ✓ Multi-cultural activities, notes in lesson plans and social activity calendar.
	Display information in creative forms (food, clothing, crafts, etc)	Teachers/Department Heads	Posters, Projects	08/18 – 05/19	
	Encourage student writing in areas of diversity.	Teachers/Department Heads	Student writings on display in hallways and team pride areas.	08/18 – 05/19	
	Promote reading of fiction and/or non-fiction to gain cultural insight.	Teachers/Department Heads/ Librarians	Library books/novels	08/18– 05/19	
	Allow students to listen to music of different cultures.	Teachers/Department Heads	Music/Tapes. Videos.	08/18 – 05/19	
	Examine different political systems.	Teachers/Department Heads	Guest speakers, thematic units, department/library internet	08/18 – 05/19	
	Invite guest speakers of different backgrounds to speak to students.	Teachers/Administrators	Guest speaker, resource list	08/18 – 05/19	
	Incorporate dance to music of different cultures in PE Dept.	PE Staff	Music/Tapes DVD's/CD's	08/18 – 05/19	

**GOAL AREA IV:** School Culture and Climate  
**OBJECTIVE:** 4.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Coordinate a Wellness Fair.	PE Staff/Coaches/Parent Educator/Nurse	Guest speakers. Flyers. Marquee.	08/18 – 05/19	
	Allow students to view dances of different cultures.	Dance Teacher/Staff	Music, tapes, costumes, props, media. Video selections. DVD's/CD's	08/18 – 05/19	

**GOAL AREA IV:  
OBJECTIVE 4.4:**

**School Culture and Climate**  
By the end of the 2018-2019 school year, the tutoring program at Liberty Middle School will be monitored by maintaining accurate tutorial records of all students attending on a six week basis.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Require teachers to keep weekly tutoring logs.	Turn in tutorial logs to designated principal or teacher supervisor. ✓ Afterschool weekday tutorials ✓ Saturday tutorials	Teachers / Administration	Tutoring logs. Tutoring Monday, Tuesday, Saturday Tutoring passes. Intervention classes.	10/18 - 5/19	Formative: ✓ Tutoring logs showing number of students participating Summative: ✓ Tutoring available for all students
	Monitor teacher presence periodically to assure tutorial opportunity for all students.	Administration/on-duty staff	Tutoring logs	January - June 2019	

**School Culture and Climate**

**GOAL AREA IV:** By the end of the 2018-2019 school year, Liberty Middle School will reflect a 50% reduction in student disciplinary assignments and suspensions from school.  
**OBJECTIVE 4.5:**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Enforce discipline consistently throughout the campus.	Hold TEAM conference with: <ul style="list-style-type: none"> <li>✓ student/team</li> <li>✓ student/team/parent</li> <li>✓ student/team/parent/Administrator and/or Counselor for minor infractions, intervention</li> </ul>	Grade level Assistant Principal with Teachers/Counselors/Principal/Support Staff	Student code of conduct. School Discipline Plan. Referral forms.	08/18 – 05/19	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>✓ Documented office referrals, percentage of office referrals, yearly comparison, team minutes of discipline related student conferences</li> <li>✓ Referral print-outs</li> <li>✓ Behavior management plans in place for Special Education and 504 students.</li> <li>✓ Principal reminders</li> <li>✓ Notices to teachers who do not comply</li> <li>✓ Security Guard or Police Officer duty schedule</li> <li>✓ Sign-in sheet agenda</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>✓ Improved student discipline</li> </ul>
	Refer extreme cases directly to principals by calling for administration.	Grade level Assistant Principal with Teachers/Counselors/Principal. Support Staff, i.e. Police Officer	Team Discipline Plan. Referral forms. Police Reports.	08/18 – 05/19	
	Contact parent for any suspension/after school detention assignments.	Administration/Teachers/Counselors. Support Staff, i.e. Police/School Attendance Specialists	Phone logs. Census forms. Emergency cards.	08/18 – 05/19	
	Follow policies for SP. Ed. students.	Administration/Teachers/Counselors. Support Staff.	Special Education policy guidelines	08/18 – 05/19	
	Use the Behavior Intervention Form network system to document student behavior.	Administration/Teachers	Monitor Training	12/18-05/19	

**GOAL AREA IV:** School Culture and Climate  
**OBJECTIVE:** 4.5 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Incorporate a drug prevention/character educational program.	Require staff to actively monitor hallways and bathrooms during passing periods.	Principal with Assistant Principals/ Teachers Safe and Civil Committee	Bell schedule. Time.	08/18 – 05/19	<b>Formative:</b> ✓ Drug Education schedules ✓ Sign-in sheets <b>Summative:</b> ✓ School-wide drug prevention program in place
	Station security guards at designated areas.	Principal with Assistant Principals/ All Security staff	Security guard	08/18 – 05/19	
	Provide drug prevention and character education.	Teachers/Counselors/Administration/ Police Officer/Support Staff/Outside Agencies	Drug Prevention and Character Education lessons. Videos/DVD's/CD's. P.A. Equipment. Advisory Period. Student Planner. United Streaming. I.B.	08/18 – 05/19	

**GOAL AREA IV: School Culture and Climate**  
**OBJECTIVE 4.6:** By the end of the 2018-2019 school year, Liberty Middle School will have a **CRISIS MANAGEMENT PLAN** in place that will ensure the safety of students and staff.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Establish a safety and crisis management plan.	Designate a safety committee chairperson and key persons in strategic locations throughout the campus.	Principal and/or designee. Safety Committee and District Safety Coordinator. Foundations Team Safe and Civil Schools	School map. Crisis Management Plan. Crisis Codes.	08/18 – 05/19	Formative: ✓ Safety committee member list in place ✓ Crisis Management plan in place Summative: ✓ Crisis management plan in place
	Review District Crisis Management Plan.	Safety Committee/Principal. Crisis Management Team (CMT).	District Crisis Management Plan. School Crisis Management Plan.	08/18 – 11/18	
Develop an identification system for all personnel and visitors on campus.	Make ID badges for all staff.	Safety Chairs/Principal. Support Staff	I.D. Equipment, Badges Raptor System	08/18 – 05/19	Formative: ✓ I.D. badges in place for all staff/visitors Summative: ✓ I.D. system in place for all visitors and staff
	Provide all visitors with passes.	Safety Chair/Principal/Receptionist		08/18 – 05/19	



**GOAL AREA IV: School Culture and Climate**  
**OBJECTIVE 4.7:** By the end of the 2018-2019 school year, Liberty Middle School will recruit students to the **MIGRANT STUDENT PROGRAM** to help encourage student achievement.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Continue the migrant student program.	Contact District Migrant Program for funding.	Migrant Support Staff	Migrant funding. Migrant student lists.	08/18 – 05/19	Formative: ✓ Tutorial logs for migrants ✓ Student report cards in place Summative: ✓ Migrant student program in place
	Provide migrant students with instructional supplies and other items as needed.	Migrant District Director/Migrant Guidance Associate and Administrator designee/Migrant Counselor	District Migrant funds	08/18 – 05/19	
	Recruit migrant students.	Migrant District Director, Identification and Recruitment Clerk/Migrant Guidance Associate	District Migrant funds	08/18 – 05/19	
	Provide tutors.	Migrant Strategist/Migrant Counselors/ Migrant Guidance Associates	District Migrant funds	08/18 – 05/19	
	Provide migrant student field trips to university and college campus (Houston Museum/ NASA/HESTEC)	Migrant Counselor and Guidance Associate	Migrant funds	08/18 – 05/19	
	College and University awareness and requirements fieldtrips.	Administration	Local Funds	08/18 – 05/19	
	Provide AR books as educational resources.	Migrant Counselor and Guidance Associate	Migrant funds	08/18 – 05/19	
	Provide teacher materials for students in the areas of Language Arts/ Math/ Science/ History.	Migrant Strategist and Migrant Counselor	Migrant funds	08/18 – 05/19	
				08/18 – 05/19	



**GOAL AREA IV: School Culture and Climate**  
**OBJECTIVE: 4.7 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Promote college connections.	Provide educational videos, audios and CD's (recorded books)	Migrant Strategist and Migrant Counselor	Migrant funds	08/18 – 05/18	
	Provide maps, educational games, instructional supplies for Math, Reading, Writing, Science and Social Studies.	Migrant Strategist and Migrant Counselor	Migrant funds	08/18 – 05/19	
	Provide training/staff development.	Migrant Director	Migrant funds	08/18 – 05/19	
	Provide computers/ computer hardware and software.	Migrant Counselor and Migrant Associate	Migrant funds	08/18 – 05/19	
	Designate day for wearing college colors. (Wednesday)	Department Heads / PBIS Committee	Local Funds		
	Host guest speakers promoting higher education.	Counselors / Texas Scholars	Local Funds	08/18 – 05/19	Formative: ✓ Guest Speakers ✓ Budget ✓ Transportation ✓ College Promotional Items
	Hold college decoration contests/activities (doors, pride areas, hallways, etc.)	Teachers	Local Funds	08/18 – 05/19	Summative: ✓ Improve college awareness/readiness ✓ Increase career opportunities
	Provide opportunities to visit local and state colleges/universities.	Principal/Assistants/Department Heads	Local Funds CFES Funds	08/18 – 05/19	

**GOAL AREA V:** Finance  
**OBJECTIVE 5.1:** By the end of the 2018-2019 school year, all teachers will be familiar with district budget and spending procedures.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Inform staff of budget and account spending procedures.	Provide a budget report to CPOC.	Principal with Campus Secretary	Campus budget for local, state and federal funds	08/18 – 05/19	Formative: ✓ Campus budget reports, district budget reports ✓ CPOC agendas/minutes ✓ Quarterly reports with bookkeeper ✓ Memorandums ✓ Budget forms on file ✓ Signed forms Summative: ✓ Site-based decision making committee ✓ CPOC agendas
	Provide access of quarterly district report.	Principal with Campus Secretary	Quarterly district report	08/18 – 05/19	
	Provide departments and academic teams with amount of monies remaining and upcoming deadlines.	Principal with Campus Secretary	Notice of money needs	08/18 – 05/19	

**GOAL AREA V:  
OBJECTIVE 5.2:**

**Finance**

By the end of the 2018-2019 school year, school fundraising activities will improve to accommodate all organizations involved.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Hold meetings with club sponsors for activity calendar placement and fundraising calendar sign-up.	Designate one staff meeting at start of year.	Club Sponsors/Team Leaders/ Bookkeeper/Principal	Activities calendar	08/18 – 05/19	<b>Formative:</b> ✓ Activity sign-up Calendar ✓ Rosters ✓ List of Sponsors <b>Summative:</b> ✓ Equitable fundraising time for all campus organizations
	Set up calendar sign-up meeting for fundraising activities.	Club Sponsors/Team Leaders/ Bookkeeper/Principal	Activities calendar	08/18 – 05/19	
	Define specific criteria for fundraisers.	Principal/Bookkeeper	Activities calendar	08/18 – 05/19	
	Incorporate extra-curricular activity class i.e. chess/arts & crafts	UIL Sponsor	Activity Club Accounts Local Budget	August 2018 – June 2019	

**GOAL AREA VI: Family and Community Involvement**  
**OBJECTIVE 6.1:** By the end of the 2018-2019 school year, parental involvement and participation in school related activities at Liberty Middle School will increase by 100%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide one FTE Parent Educator to coordinate parental involvement program.	<p>Coordinate, analyze, train and educate parents to become involved in school related activities.</p> <p>Contact and recruit parents to join parental program.</p> <p>Send flyers to invite parents to become aware of all parental involvement programs.</p> <p>Provide parent transportation to and from school functions.</p> <p>Recognize parent involvement through awards/certificates.</p> <p>Provide parental involvement center equipped with appliances and materials needed for meetings.</p>	<p>Principal or designee/Parent Educator/District Parent Coordinator</p> <p>Principal or designee/Parent Educator/Migrant Clerk</p> <p>Parent Educator with Team Leaders and Migrant Clerk</p> <p>Parent Educator with Parent Volunteers/ School Community Liaison/Migrant Clerk</p> <p>Parent Educator/Principal and /or designee</p> <p>Parent Educator/Principal</p>	<p>SCE Funding</p> <p>Administration and Support Staff. Student lists.</p> <p>Campus marquee. School Messenger Flyers, memos, reminder notices.</p> <p>Title I funds</p> <p>Certificates/awards/ meals. Title I funds.</p> <p>Title I, SCE, and ARRA Funds</p>	<p>Monthly 08/17 – 05/18</p> <p>On-going 08/17 – 05/18</p> <p>Monthly 08/17 – 05/18</p> <p>Every six weeks from 08/17 – 05/18</p> <p>Monthly from 08/17 – 05/18</p> <p>Monthly from 8/17 – 05/18</p>	<p>Formative:            ✓SCE local evaluation            ✓Increased parental involvement through logs, sign-in sheets, attendance rosters, meeting agendas            ✓Memos on file            ✓Travel log            ✓Parental certificates and awards            ✓Evaluation and feedback forms            Summative:            ✓Increased parental involvement</p>

**GOAL AREA VI:**  
**OBJECTIVE:**

**Family and Community Involvement**  
**6.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Hold ESL, citizenship, computer literacy, "Parents Reading Nest", GED and conversational English classes.	Parent Educator/Principal and/or designee	Computer lab. Books/supplies. Title I funds.	Monthly from 08/18 – 05/19	
	Provide self-sufficient training sessions.	Parent Educator/Principal and/or designee	District calendar	Monthly 09/18 – 05/19	
	Provide parenting skills/family frameworks.	Parent Educator/Principal and/or designee, District Coordinator, Migrant Clerk	Programs "P.S. Yo Te Amo" and Family Frame Family Forward. Abriendo Puertas – Parents Helping Parents.	Weekly 09/18 – 05/19	
	Hold PAC meetings.	Parent Educator/Principal	Title I funds. announcement forms: posters/flyers/ invitations. Provide refreshments.	Monthly 08/18 – 05/19	
	Contact parents by telephone.	Parent Educator with PAC Officers	Parent telephone	Every six weeks	
	Provide snacks for parent meetings.	Parent Educator / Administration	Parental Involvement Budget	August 2018 – June 2019	
	Provide activities such as arts and crafts classes, "how-to" project sessions, etc.	Parent Educator / Administration	Title I Funds. Arts and Crafts supplies.	August 2018 – June 2019	

**GOAL AREA VI:  
OBJECTIVE 6.2:**

**Family and Community Involvement**

By the end of the 2018-2019 school year, efforts to inform parents of Liberty Middle School policies and procedures will reach out to 100% of all parents.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Encourage parents to read and sign handbook.	Encourage parents to attend pre-registration and registration.	Principals with Counselors and Teachers	Student handbook	08/18 – 05/19	Formative: ✓ Parent signature forms and parent log ✓ Telephone logs, contact documentation ✓ Copy of parent letters ✓ District attendance report ✓ Teacher's grade book ✓ Home School Compact Summative: ✓ Improved student attendance.
	Make daily phone calls on students who are absent.	School Community Liaison with Attendance Clerk/Parent Educator	Student home information	08/18 – 05/19	
Send census cards and emergency cards for all parents to sign.	Send letters to parents after 3 <sup>rd</sup> , 5 <sup>th</sup> , and 7 <sup>th</sup> absence.	School Community Liaison with Attendance Clerk	Warning letters	08/18 – 05/19	
	Hold parent conference after 5 <sup>th</sup> absence.	School Community Liaison/ Counselor/Team Teachers	Attendance policy	08/18 – 05/19	
Send Home Compacts to parents.	Remind parents to send medical excuses with student.	School Attendance Specialists with Attendance Clerk	Student handbook	08/18 – 05/19	
	Send out census cards through second period teachers.	Principal with PEIMS Clerk/Nurse	Census cards	08/18 – 05/19	
Send Home Compacts to parents.	Send out emergency cards through homeroom class.	Principal with school nurse	Emergency cards	08/18 – 05/19	
	Distribute Home School Compacts through third period teacher.	Parent Educator with Principal and/or designee	Home School Compact both English and Spanish	08/18 – 05/19	



**GOAL AREA VI:** Family and Community Involvement  
**OBJECTIVE 6.3:** By the end of the 2018-2019 school year, Liberty Middle School's efforts to invite parents and community members to come to school Activities will result in a 50% attendance increase.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Notify all parent of parenting skills training.	Send out newsletter and invitation with students.	Parent Educator/Principal and/or designee	Newsletter/Invitation/ Marquee/School Messenger	08/18 – 05/19	<u>Formative:</u> ✓ Attendance sign-in sheets ✓ Telephone logs ✓ Announcement forms <u>Summative:</u> ✓ Increased attendance in parenting classes
	Inform parents via telephone, news media, KTRI, school website	Parent Educator with Parental Involvement Coordinator/Principal	Parent telephone numbers	08/18 – 05/19	
	Contact Channel 17 staff of events.	Parent Educator/Principal and/or designee	Announcements	08/18 – 05/19	
	Make home contacts with parents of AT-RISK students.	Team Teachers and Parent Educator/ Principal and/or designee/School Community Liaison/Migrant Staff	Home contact. Phone numbers and addresses	08/18 – 05/19	



**GOAL AREA VI: Family and Community Involvement**  
**OBJECTIVE 6.4:** By the end of the 2018-2019 school year, Liberty Middle School will invite parents and community members to participate in school activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide calendar of upcoming events.	<p>Give copy to every parent at PAC meetings.</p> <p>Announce meeting via student announcements, marquee, media and KTRI.</p> <p>Advertise events on marquee.</p> <p>Invite successful business and community members as guest speakers for parenting sessions, PAC meetings and self-sufficiency classes.</p>	<p>Parent Educator/Principal and/or designee.</p> <p>Parent Educator/Principal and/or designee.</p> <p>Principal and/or Designee/Team Leaders/ Department Heads and Sponsors.</p> <p>Team Teachers/Counselors/School Community Liaison/Principal and/or Designee/Parent Educator</p>	<p>Information input from all Teams</p> <p>Information input from all Teams</p> <p>Information input from all Teams</p> <p>Community guests</p>	<p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p>	<p>Formative:            ✓ Calendar of events posted and on file in parent center            ✓ Events visible on marquee            ✓ Speaker sign-in sheets</p> <p>Summative:            ✓ Increased parental attendance in school activities</p>

**GOAL AREA VI: Family and Community Involvement**

**OBJECTIVE 6.5:** By the end of the 2018-2019 school year, parental involvement in the Parent Volunteer Program at Liberty Middle School will increase by 50%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Inform parents about volunteer program.	Send letter home with student asking parents to help on campus each semester.	Parent Educator with Principal and/or Designee	Parent letter	08/18 – 05/19	<b>Formative:</b> ✓ Volunteer sign-in sheets, time logs ✓ Copies of memos on file ✓ Advertisement on KTRI ✓ Attendance roster ✓ Certificates ✓ Picture of marquee <b>Summative:</b> ✓ Successful parent volunteer program
	Advertise information on KTRI, radio.	Parent Educator/Principal and/or Designee	KTRI-Channel 17	08/18 – 05/19	
	Recruit parents through parent events for parent volunteer program.	Parent Educator with School Community Liaison/Migrant Clerk	Parent home information.	08/18 – 05/19	
	Conduct monthly PAC meetings.	Parent Educator with Principal and/or Designee/TTIPS Social Worker	School Messenger, Flyers, refreshments and supplies for meetings.	08/18 – 05/19	
	Award certificates for volunteer hours at LMS Banquet.	Parent Educator with Principal and/or Designee	Parent volunteer log	09/18 – 05/19	
	Award certificates for hours volunteered at the District-Wide Banquet.	Principal and/or Designee/Parent Educator/Parental Involvement Coordinator	Parent volunteer log	08/18 – 05/19	
	Display parent volunteer "Thank You" on marquee.	Parent Educator with Principal and/or Designee	Marquee	08/18 – 05/19	
	Select a parent volunteer of the year.	Parent Educator/Principal and/or Designee	Parent volunteer log	May 2019	

**Community and Business Partnerships**

By the end of the 2018-2019 school year, community and business involvement will increase by .05 percentage points from the prior year.

**GOAL AREA VII:  
OBJECTIVE 7.1:**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Participate in community/business activities.	Encourage student/staff participation (Band/Athletics/Drama/AR/Student Council) in community events.	Staff /Coaches/Sponsors/Library Staff/Principal	Parade entry forms and fee. Community events calendar.	Annual dates set by Pharr Chamber of Commerce	Formative: ✓City of Pharr schedule of events ✓Parade log sheet activity timeline ✓Recycling committee agenda meeting ✓Sign-in sheets Summative: ✓Increased school community/business activities
	Encourage school organizations to participate in service activities.	Club sponsor/Teachers/Pharr Police Officers/Staff/Community Members/Parent Educator/Miracle Kids	Dates of activities. Clothing. Food. Donations.	08/18 – 05/19	
	Fulfill I.B.® requirements for service projects.	Team Leaders/Team Teachers/Team Students/Administration	Dates of activities	08/18 – 05/19	

**GOAL AREA VII: Community and Business Partnership**

**OBJECTIVE 7.2:** By the end of the 2018-2019 school year, student awareness of different career availability will increase by 100%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Increase student career awareness through guest speakers.	Invite different members of the community to inform students of different career choices to classrooms.	Principal with Team Leaders/Department Heads/Teachers	List of area businesses and professionals  List from Pharr Chamber of Commerce businesses	08/18 – 05/19  Once a year (Spring)	Formative: ✓ Sign-in sheets. ✓ Evaluation sheets ✓ Guest speaker sign-in sheets Summative: ✓ Increased student career awareness

**GOAL AREA VIII:  
OBJECTIVE 8.1:**

**Research/Development/Evaluation**

By the end of the 2018-2019 school year, Liberty Middle School will assess and monitor the effectiveness of school programs for improvement of all student achievement, including all subgroups on STAAR.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Analyze Spring STAAR data. All students and sub-groups: ✓LEP ✓Migrant ✓GT ✓Economically disadvantaged ✓AT-RISK ✓Special Education ✓African American ✓White ✓Gender ✓Recent Immigrant ESL	Provide department head with STAAR Item Analysis  Train staff on STAAR Data Analysis  Data Analysis Licenses  Provide STAAR Benchmark tests.  Analyze STAAR practice test data.	Dean of Instruction/Principal  Department Heads with Principal and Dean of Instruction  Administration  District Coordinator/Principal  Department Heads with Teachers/ Principal and Dean of Instruction  Leadership Team	STAAR Data  New STAAR objectives.  Data Analysis  STAAR Benchmark tests.  STAAR Practice test results.	Spring 2018 scores  10/18 – 05/19  08/18 – 05/19  District test schedule  After district tests	Formative: ✓Agenda ✓Sign-in sheets ✓Calendar of STAAR benchmark tests ✓Comparative STAAR data results on print-out ✓STAAR student data profiles Summative: ✓Improved STAAR scores

**GOAL AREA VIII:  
OBJECTIVE 8.2:**

**Research/Development/Evaluation**

By the end of the 2018-2019 school year, Liberty Middle will use available comparative data to analyze all student academic outcomes.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Target areas of weakness on STAAR.	Analyze objectives with problem areas.	Department Heads/Principal/Leadership Team	STAAR scores. Benchmark scores.	08/18 – 05/19	Formative: ✓ Student data profiles ✓ STAAR Scores ✓ Staff development agendas ✓ AEIS school report Summative: ✓ Disaggregated STAAR data. ✓ Improved STAAR scores
	Vertically align resources within the school (6-8) to District curriculum.	Principal/Dean of Instruction	STAAR scores. Benchmark scores.	08/18 – 05/19	
Analyze all student failure rate per grade level.	Compare LMS test scores with middle schools within the district and the campus group.	Principal with District Curriculum Coordinators. Principal/District STAAR Analysis	STAAR scores. AEIS School Report Card. TEA website <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a>	08/18 – 05/19	Formative: ✓ Student failure lists ✓ Teacher mentor list Summative: ✓ Improved student passing rate
	Plan appropriate interventions for target areas.	Department Heads with Teachers. Administration.	STAAR data. BM scores.	08/18 – 05/19	
	Review of failure list with teachers with more than 10% of students failing.	Administration with PEIMS Clerk	Failure lists for each six weeks	End of each six weeks 08/18 – 05/19	
	Assign students that are failing to team teachers for mentoring.	Team leaders with Counselors	Failure lists for each six weeks	End of each six weeks 08/18 – 05/19	



**GOAL AREA IX: Communication**  
**OBJECTIVE 9.1:** By the end of the 2018-2019 school year, Liberty Middle School will increase recognition of all student achievement by holding at least two school-wide and grade level promotional activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Recognize student achievement.	<p>Allow each team to hold assemblies every six weeks.</p> <p>Hold an end-of-year awards assembly per grade level.</p> <p>Collect display item contributions from each team (pictures, certificates, student work).</p> <p>Students of the Six Weeks incentives</p> <p>Allow clubs/ organizations to recognize student achievement.</p> <p>Recognize students with perfect attendance.</p>	<p>Team Teachers/Administration</p> <p>Team Leaders/Counselors/ Administration</p> <p>Teachers/Administration</p> <p>Counselors</p> <p>Club/Organization sponsors</p> <p>School Community Liaison/Migrant Clerk</p>	<p>Certificates of Award</p> <p>Student awards. Chairs/tables. PA system.</p> <p>Team input. Student's work/ projects. Bulletin board announcements.</p> <p>Teacher nominations.</p> <p>Pictures of events. Funding. Certificates.</p> <p>Certificates/student incentives</p>	<p>Every six weeks 08/18 – 05/19</p> <p>May 2019</p> <p>Every six weeks 08/18 – 05/19</p> <p>Every six weeks 08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p>	<p>Formative:            ✓ Team meeting agenda or minutes, schedule of assemblies            ✓ Awards assembly program            ✓ Hallway bulletin boards            ✓ Student composition            ✓ Visible displays of student projects            ✓ Honor roll attendance slips, list of honor roll students, bus request forms            Summative:            ✓ Awards ceremonies and student displays for recognition of all students</p>

**Technology**

**GOAL AREA X:  
OBJECTIVE 10.1:**

By the end of the 2018-2019 school year, all Liberty Middle School students will have access to technology related equipment.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide students and faculty and parent volunteers with computer access and technology equipment, i.e. I-Pads, Laptops, etc.	Upgrade equipment: IPAD's, accessories	CIT/Principal/Secretary	Hardware/supplies Budget: Title I, Local, Priority Grant	08/18 – 05/19	Formative: ✓Visibility of students using computers ✓Computer lab sign-in sheets ✓Wireless lab sign-in ✓Lesson plans ✓Schedule of training sessions Summative: ✓Increased use of technology on campus
	Upgrade library equipment.	Technology committee/Principal	Technology budget	08/18 – 05/19	
	Provide student access to wireless laptops, IPAD's	CIT	Wireless lab	01/19– 05/19	
	Provide access to a computer lab for teachers to take their students.	Technology Specialist/Principal	Computer lab	08/18 – 05/19	
	Train staff to incorporate computer instruction in classroom with appropriate software for all sub-groups. (IPADS)	CIT/Principal	Content area software. Easytechlearning.com. Brain Pop United Streaming. <a href="http://www.howtomaster.com">www.howtomaster.com</a> <a href="http://www.plato.com">www.plato.com</a>	08/18 – 05/19	
	Train staff on internet use and application on IPAD's.	CIT/Principal	Staff Training/ Computer lab/Mobile lab	08/18 – 05/19	
	Upgrade computers in classrooms and provide interactive whiteboard access.	CIT/Principal	Title I and Local budget ChromeBooks All IN – clickers Document Readers	08/18 – 05/19	

**GOAL AREA X:** Technology  
**OBJECTIVE:** 10.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Address needs of special populations with technology.	<ul style="list-style-type: none"> <li>Implement a variety of programs.</li> <li>✓ Learning.Com</li> <li>✓ Brain Pop</li> <li>✓ Read 180</li> <li>✓ Imagine Learning</li> <li>✓ Study Island</li> <li>✓ Systems 44</li> <li>✓ Stern Labs</li> </ul>	Lab Teacher/Principal	Software Programs. Computer Labs. Consumables and Any other resources needed to operate labs.	08/18 – 05/19	Formative: ✓ Plato print-outs ✓ Lesson plans ✓ CEI print-outs ✓ Plato print-outs ✓ Rosetta Stone printouts ✓ Library computer internet access logs ✓ System 44 print-outs Summative: ✓ Computer software programs available in labs to help special populations ✓ Internet access available to students
	Provide Internet access.	CIT/Principal	Internet service providers	08/18 – 05/19	
Upgrade library resources.	Implement Read 180/System 44.	Read 180 Teachers/Principal	Read 180 lab software	08/18 – 05/19	Formative: ✓ Library checkout list for media ✓ Increased number of TV/DVD units Summative: ✓ Library becomes the center for technology resources ✓ Video presentation resources available to all classrooms.
	Solicit departmental input for DVD selections.	Librarians/Department Heads/Principal	Video bank by library and departments. Title I funds. Library budget.	08/18 – 05/19	

**GOAL AREA X: Technology**  
**OBJECTIVE: 10.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<ul style="list-style-type: none"> <li>✓ Incorporate technology programs.</li> <li>✓ STEM Lab</li> <li>✓ Robotics</li> <li>✓ I-Pad Training</li> <li>✓ Interactive white board w/slides</li> <li>✓ Document readers</li> <li>✓ Printer, computer, keyboard</li> <li>✓ Poster maker</li> <li>✓ Digital projector</li> <li>✓ Mac Book Pro</li> <li>✓ I-Pad technology and software for Professional Development, walk-through, data analysis</li> <li>✓ Ignite Software (ION)</li> <li>✓ Tech-Labs</li> <li>✓ Study Island</li> <li>✓ Think Through Math</li> <li>✓ Compass Learning</li> <li>✓ Read 180</li> <li>✓ BrainPop</li> <li>✓ Edusmart</li> <li>✓ Agile Mind</li> </ul>	<p>Provide class sets of TI-INSPIRE graphing calculators to each 8<sup>th</sup> grade Math teacher and Algebra teacher.</p> <p>Maintain a website for Liberty Middle School.</p> <p>Incorporate technical theatre in theatre arts classes.</p> <p>Provide staff/students access to distance learning.</p> <p>Provide staff and students access to word processors.</p> <p>Provide staff/students access to Learning.com.</p> <p>Incorporate testing on-line (benchmarks).</p> <p>Identify students involved in physical fitness grant.</p> <p>Provide staff/students access to howtomaster.com</p>	<p>Principal/Math Department Head/Dean of Instruction /Instructional Coaches</p> <p>Principal/CIT/Campus PR Representative</p> <p>Principal with Theatre Arts</p> <p>CIT/Librarians/Principal</p> <p>CIT/Principal</p> <p>CIT/Principal</p> <p>CIT/Principal</p> <p>PE Coaches/Principal</p> <p>CIT/Principal</p>	<p>Staff training on TI-83 graphing calculators, Software programs, Title I funds.</p> <p>Computer lab</p> <p>Computers/lighting. Technology resources for theatre, and other supplies needed for computers and printers.</p> <p>Video conferencing equipment</p> <p>AlfaSmarts. Microsoft Word.</p> <p>Computers/Internet</p> <p>Computers/Internet</p> <p>Fitness Gram software</p> <p>Computers/Internet</p>	<p>08/18 – 05/19</p> <p>08/18 - 05/19</p> <p>08/18 – 05/19</p> <p>01/19 – 05/19</p> <p>08/18 – 05/19</p> <p>08/18 – 05/19</p> <p>2018 – 2019</p> <p>09/18 – 05/19</p> <p>08/18 – 05/19</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>✓ Lesson plans</li> <li>✓ Availability of calculators</li> <li>✓ LMS Website</li> <li>✓ Technology in play productions</li> <li>✓ Distance learning schedule</li> <li>✓ Physical fitness license</li> <li>✓ Library video inventory</li> <li>✓ Availability of word processors</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>✓ State of the art technology and media programs to help promote student learning.</li> </ul>