Clint Independent School District

Ricardo Estrada Middle School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ricardo Estrada Middle School is one of 14 campuses in Clint ISD. Ricardo Estrada Middle School, formerly known as Ricardo Estrada Junior High School, opened its doors in August of 2010 and our campus serves 587 students in grades 6-8. Our stakeholders include parents, students, 42 teachers, staff, 3 administrators (1 principal and 2 assistant principals), two full time counselors, one curriculum coach, one technology coach, one interventionist, one librarian, district staff, and community members. Representatives from each of the abovementioned stakeholder groups are invited quarterly to contribute to the development, review, and implementation of the campus improvement plan. Ricardo Estrada Middle School is a 100% Title I school and its demographic make-up consists of approximately 92% economically disadvantaged students and about 85% of our student population is coded At-Risk. More than half of our student population is Emergent Bilingual (61%). We also serve over 100 students (about 22% of our overall population) who receive Special Education services by providing educational support through inclusion, or specialized units such as Resource, ASC, and DSC. About 20 of our students who are coded Gifted and Talented are provided opportunities through our GT course. Our students are provided with opportunities to engage in a variety of sports and clubs to include football, volleyball, baseball, softball, soccer, track, tennis, band, orchestra, choir, dance, chess club, robotics, drones, student council, the National Junior Honor Society, and PBIS Ambassadors between others. Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning. Ricardo Estrada Middle school is expected to grow in the next few years due to new residential areas under construction within the school limits. At REMS our average class size is 25 students for each teacher and/or teacher aide. Attendance at Ricardo Estrada Middle School averages at approximately 95% and our campus is able to maintain a high percentage of attendance by providing students with bi-weekly incentives such as free dress, quarterly recognition certificate and celebrations. Our attendance clerk and administrator meet regularly to discuss student trends and discuss chronic absences; they are able to meet with parents to promote attendance and provide support through our Communities in School program as necessary. Consistently, Ricardo Estrada Middle School student population is predominantly (approximately 98%) Hispanic-Latino, and the break is even with half of our students being male and the other half being female. Our School-wide Title I program consists of various programs including intervention classes and behavior support during Falcon Fridays, after school tutoring, Falcon Academies, and Super Saturday school. Tutoring is offered after school and on selected Saturday's in the areas of Math, Reading & Language Arts, Science and Social Studies. Our Title I and III aides service At-Risk students throughout campus with an emphasis on our Emergent Bilingual population. Our Curriculum Coach provides training to our teachers in best practices and data analysis as well as modeling lessons for teachers and providing professional development in various instructional strategies. Ricardo Estrada Middle School has a Communities in Schools Coordinator (CIS) that hosts parenting classes, assisting students with academics, bullying prevention, school involvement, and college readiness.

Demographics Strengths

- We also serve over 120 students who receive Special Education services by providing educational support through inclusion, or specialized units such as Resource, ASC, DSC, and SLE.
- At REMS our average class size is 25 students for each teacher and/or teacher aide.
- Attendance at Ricardo Estrada Middle School averages 95% and our campus is able to maintain attendance by providing students with incentives such as free dress, quarterly recognition certificate and celebrations.
- Title I and III aides service At-Risk students throughout campus with an emphasis on our Emergent Bilingual population.
- Our Curriculum Coach provides training to our teachers in best practices and data analysis as well as modeling lessons for teachers and providing professional development in various instructional strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GT population is well below all other special populations. **Root Cause:** Identification process.

Student Learning

Student Learning Summary

Final accountability rating and scores for the 2023-2024 school year pending updates. For the 2022-2023 school year, approximately 98% of students participated in the following STAAR assessments; grades 6-8 Math and Reading, grade 8 Science and Social Studies.

Below are the 2022-2023 scores:

GRADE 6 RLA

Total Students: 174

Approaches GL 2023: 63%

Approaches GL 2023 SpEd: 42%

Approaches GL 2023 EB: 55%

Approaches GL 2022: 52%

Gain or Loss: +11%

Meets GL 2023: 30%

Masters GL 2023: 8%

GRADE 6 MATH

Total Students: 174

Approaches GL 2023: 75%

Approaches GL 2023 SpEd: 50%

Approaches GL 2023 EB: 69%

Approaches GL 2022: 73%

Gain or Loss: +2%

Meets GL 2023: 22%

Masters GL 2023: 2%

GRADE 7 RLA

Total Students: 170

Approaches GL 2023: 64%

Approaches GL 2023 SpEd: 39%

Approaches GL 2023 EB: 18%

Approaches GL 2022: 64%

Gain or Loss: 0%

Meets GL 2023: 34%

Masters GL 2023: 9%

GRADE 7 MATH

Total Students: 149

Approaches GL 2023: 42%

Approaches GL 2023 SpEd: 17%

Approaches GL 2023 EB: 39%

Approaches GL 2022: 44%

Gain or Loss: -2%

Meets GL 2023: 13%

Masters GL 2023: 1%

GRADE 8 RLA

Total Students: 171

Approaches GL 2023: 75%

Approaches GL 2023 SpEd: 44%

Approaches GL 2023 EB: 60%

Approaches GL 2022: 74%

Gain or Loss: +1%

Meets GL 2023: 43%

Masters GL 2023: 14%

GRADE 8 MATH

Total Students: 150

Approaches GL 2023: 73%

Approaches GL 2023 SpEd: 43%

Approaches GL 2023 EB: 64%

Approaches GL 2022: 70%

Gain or Loss: +3%

Meets GL 2023: 30%

Masters GL 2023: 3%

GRADE 8 SCIENCE:

Total Students: 172

Approaches GL 2023: 69%

Approaches GL 2023 SpEd: 39%

Approaches GL 2023 EB: 52%

Approaches GL 2022: 63%

Gain or Loss: +6%

Meets GL 2023: 43%

Masters GL 2023: 12%

GRADE 8 SOCIAL STUDIES:

Total Students: 171

Approaches GL 2023: 50%

Approaches GL 2023 SpEd: 21%

Approaches GL 2023 EB: 36%

Approaches GL 2022: 34%

Gain or Loss: +16%

Meets GL 2023: 16%

Masters GL 2023: 5%

As a result of the pandemic in 2019-2020, HB4545 continues to be implemented in the state of Texas. At Clint ISD and at Ricardo Estrada Middle School we implemented iSupport intervention classes designated intervention times to support student learning gaps. All students at REMS who did not take the STAAR assessment or who "Did Not Meet" expectations in the STAAR assessment for the 2022-2023 school year will receive between (and at least) 15-30 hours of additional support intervention/instruction by a core content area teacher prior to the end of the school year. Additionally, students will be provided intervention instruction during after-school tutorials, Falcon Academies, and SMART Academies.

Student Learning Strengths

All students at REMS who did not take the STAAR assessment or who "Did Not Meet" expectations in the STAAR assessment for the 2023-2024 school year will receive between (and at least) 15-30 hours of additional support intervention/instruction by a core content area teacher prior to the end of the school year. Additionally, students will be provided intervention instruction during after-school tutorials, Falcon Academies, and SMART Academies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): State assessment (STAAR) data indicate underperformance within our EB student population. **Root Cause:** Misalignment between ESL materials and RLA year at a glance.

Problem Statement 2 (Prioritized): State assessment (STAAR) data indicate underperformance within our SpEd student population. **Root Cause:** SpEd teacher content knowledge and expertise.

School Processes & Programs

School Processes & Programs Summary

At Ricardo Estrada Middle School our school day begins at 8:20 a.m. and ends at 3:50 p.m. Our day begins with a 10 minute period in which students eat breakfast and engage with our live announcements, followed by eight 45 minute classes, a 30 minute lunch break and a 30 minute intervention period in which they engage with social emotional lessons/activities and other specific academic/intervention activities. At REMS we have tutorials by subject area from Monday through Thursday, from 4:15-5:15 p.m. We also conduct SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions. All teachers and staff at Ricardo Estrada Middle School are highly qualified. Our teachers participate in a rigorous week of staff development prior to the start of the school year. During this week of staff development, teachers and staff receive training that target instructional goals for the school year to include high quality instructional materials (HQIM), its internalization, and other staff development based on numerous sources of data to include STAAR assessment data, STAAR Interim data, MAP Growth data or District Benchmark data, 4 & 9 week checkpoint data, student attendance, and student discipline between others. Additionally, teachers are provided multiple opportunities throughout the school year to engage in monthly staff development appropriate to needs, for example, unpacking standards based on content area, differentiation strategies, AVID strategies (WICOR), technology strategies and programs, among many other opportunities. As we use the aforementioned data to identify instructional needs, we prepare and/or seek staff development opportunities to address the identified areas of need. PBIS plays a big role at Ricardo Estrada Middle School; this program not only promotes positive behavior for our students, but also helps us recognize teachers and their areas of strength (teachers are provided badges). At Ricardo Estrada Middle School we strive to retain highly qualified staff by promoting a positive school culture and a nurturing learning environment providing our faculty and staff with incentives from our Sunshine Committee and PBIS Committee. Teachers and staff are recognized and celebrated monthly at faculty meetings. REMS also provides faculty and staff with PBIS points to recognize positive actions, and they are provided appreciation weeks during our "Five Days of Christmas", holidays, and Teacher Appreciation Week. At Ricardo Estrada Middle School all of our students, faculty, and staff adhere to the 4 B's- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B's promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued. Through our counseling center and WIN time activities our campus also promotes college readiness and college exposure to our student population; students can engage in university/college visits, and our faculty and staff promote college and universities within their college corner. Every Thursday, our students are exposed to a different college/university via digital announcements. During this school year, REMS engaged in new initiatives such as the Maker-Space. Within the Maker-Space, students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well. Our counselors and PBIS lead teacher prepare activities to implement during their student group sessions to discuss topics such as bullying, drugs, physical or verbal aggression, sexual harassment, dating violence, and sexual abuse between others.

School Processes & Programs Strengths

- 30 minute period in which students engage in social emotional lessons and activities.

- Tutorials by subject area from Monday through Thursday, from 4:15-5:15 p.m.
- The use of High Quality Instructional Materials (HQIM), software programs, and other resources that enhances students learning.
- Falcon Fridays for instructional and behavioral support on Fridays from 4:15-5:15 p.m.
- SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions.
- Ricardo Estrada Middle School students, faculty, and staff adhere to the 4 B's- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B's promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued.
- REMS Maker-Space- students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well.
- PBIS plays a big role at Ricardo Estrada Middle School; this program not only promotes positive behavior for our students, but also helps us recognize teachers and their areas of strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Classroom instruction lacks rigorous tasks and/or questions.   **Root Cause:** Lesson plan template lacks planning for rigorous questions and/or tasks.

Perceptions

Perceptions Summary

Ricardo Estrada Middle School is a committed campus that educates approximately 586 students daily. The attendance for REMS for 2022-2023 averaged 94% still impacted by the effects of the COVID-19 pandemic, during the 2023-2024 school year our attendance average was 94% for the school year, and for this 2024-2025 school year, we strive for at least a 96%. Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning. Based on the disciplinary data available at the campus, the school's major disciplinary issue comes down to behavioral patterns in a small percentage of students. At REMS, we believe a progressive approach to conflict reduction is key to minimizing conflicts between our students. Our counselors have weekly group meetings with our students. Counselors cover topics to include conflict resolution, communication, self control, stress management, anti-bullying, healthy and unhealthy relationships, and drug awareness (Red Ribbon) that includes controlled and illegal substances. Aside from grade-level meetings, the counselors provide small group peer meetings where students have an opportunity to meet with other students with similar life challenges. Additionally, counselors also meet with students individually on a weekly basis to provide social, emotional, and academic support. Ricardo Estrada Middle School has a PBIS/SEL lead teacher. Through software application, students check in every morning to let specific campus personnel know how they are feeling. For example, if a student answers that they are feeling "angry", specific campus personnel including the PBIS/SEL lead teacher, is alerted. Our PBIS/SEL lead teacher meets directly with that student within five minutes of receiving the alert. The PBIS/SEL lead teacher has a confidential conversation with the student to see how he or she is doing, offers encouragement and support, and refers the student to the counselors when he or she needs additional support. At REMS, our Communities in School (CIS) staff member supports or community members by offering valuable resources. When it comes to discipline, we believe a restorative practice and circle resolution approach to discipline proves to be the most beneficial. For example, on our campus, all incidents are documented on an incident report. All minor offenses are addressed by Campus Administration and begin to engage Counselors when needed . The counselors meet with the individuals named in the report to offer conflict resolution. Our school resource officer (SRO) meets weekly with targeted student groups that have increased discipline referrals on file with the campus. The goal of the meetings is to identify the students and offer a deterrence on discipline before it becomes criminal. At Ricardo Estrada Middle School we also offer an after-school educational program (ACE - After school Center on Education) that focuses on providing students a safe environment, tutoring, enrichment, and academic support. Instead of students going home to work individually on any academic help they may need, students are offered the opportunity to enroll in the program to receive resources on the campus. Our student dropout rate is 0% and our teacher turnover rate is approximately 23%. Most of the teacher turnover is due to promotions and as we recruit and hire new teachers, we provide them with support through our Falcon 101 program. Through Falcon 101, our Curriculum Coach and Technology Coach pair to provide instructional strategies, guidance, technology support, and assist in any way a new teacher may request or need.

At REMS, parent/guardian community participation rates are measured by parents sign in sheets in at the following events:

- Open House (Fall & Spring)

- Community Events (Winter Festival/PBIS Fair)

- Honor Roll and Falcon Awards event

- Rigged in your Favor (monthly in person or virtual participation)

- Counselor & PBIS Lead Events

AT REMS, we have a Communities in School staff member who is tasked, in conjunction with administration, to reach out to parents so we can increase our community presence. The REMS campus has contracted with Leticia Salas of Rigged in Your Favor to engage our parents and family members within the community. Additionally, the campus is open to local community members who use the campus to practice football, soccer, and also cheerleading after school hours. The community supports the campus efforts mainly through our parent nights and our campus events (PBIS, band and orchestra performances, athletic events, etc.) Parent involvement nights are scheduled monthly and parents are invited through phone calls, emails, text messages, social media posts, and/or flyers. A barrier that we face with our community is that majority of our parents are working parents who struggle to attend events as scheduled.

At REMS, we have a one-to-one initiative with student chrome books. Due to increase damage to the chrome books and improper use of these at home, we have purchased carts to hold classroom sets of chrome books for core content areas to help slow the damage and control the use of the devices.

Perceptions Strengths

- The attendance for REMS for 2023-2024 was 94%, , and for this 2024-2025 school year, we strive for at least 96%.
- Ricardo Estrada Middle School is a PBIS campus in which we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning.
- Our student dropout rate is 0%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low turnout to parent engagement activities.   **Root Cause:** Delayed calendar of activities.

Priority Problem Statements

Problem Statement 1: State assessment (STAAR) data indicate underperformance within our EB student population.
Root Cause 1: Misalignment between ESL materials and RLA year at a glance.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: State assessment (STAAR) data indicate underperformance within our SpEd student population.
Root Cause 2: SpEd teacher content knowledge and expertise.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Classroom instruction lacks rigorous tasks and/or questions.
Root Cause 3: Lesson plan template lacks planning for rigorous questions and/or tasks.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Low turnout to parent engagement activities.
Root Cause 4: Delayed calendar of activities.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Goals

Goal 1: Ricardo Estrada Middle School will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups (LEP, Sp Ed, A/R, GT, and Eco. Dis., 504, Migrant, Homeless) will show student growth the STAAR exam in 2024-2025.

Evaluation Data Sources: Campus overall STAAR performance data for all populations will increase by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze/disaggregate STAAR/EOC and common assessments using an online assessment development and analysis program to evaluate student needs taking into consideration learning loss. Students will be assigned to interventions such as, but not limited to Falcon Academy Interventions, Afterschool tutorials, Saturday School and/or state assessment camps.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Meeting agendas, Walkthroughs, Common Assesment and Benchmark results, STARR EOC results, failure reports **Staff Responsible for Monitoring:** Teachers, Instructional Support Staff, and Campus Administrators. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Planning-Extra Duty - 211 ESEA, TI A IMP - 211.13.XXXX - $4,458, Planning-Substitute - 211 ESEA, TI A IMP - 211.11.XXXX - $6,787				

Strategy 2 Details	Reviews			
Strategy 2: Using Response to Intervention (RtI) and other Multi-Tier Support Systems (MTSS) students in need of academic support (HB4545) or behavioral support will be identified and recommended for after school tutorials, Falcon Fridays, and SMART Academy (Saturday School).	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: STAAR/EOC results, Benchmark, and Common Assessments, Unit Assessment Performance, Attendance, Behavior **Staff Responsible for Monitoring:** Teachers, Curriculum Coach, and Administration. **Funding Sources:** Extra-Duty Tutoring - 211 ESEA, TI A IMP - 211.11.xxxx - $28,100, Extra-Duty Tutoring - 189 ESSER FUND BALANCE - 189.11.xxxx - $12,040				

Strategy 3 Details	Reviews			
Strategy 3: All teachers will integrate supplemental resources and materials to include STAAR/EOC test format and strategies throughout instruction and in testing, as deemed appropriate, including TEKS alignment to ensure student success.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Lesson Plans, Common Assessments, Benchmarks **Staff Responsible for Monitoring:** Curriculum Coach All Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Supplemental Materials - 211 ESEA, TI A IMP - 211.11.XXXX - $30,500, Supplemental Materials - 199 GENERAL FUND - 199.11.XXXX - $24,480				

Strategy 4 Details	Reviews			
Strategy 4: GT enrichment classes and Honors Courses will be offered to all 6th-8th Grade students to provide a differentiated instruction to include GT curriculum and not limited to GT Tournaments, GT Fieldtrips, etc.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Student grades, Assessment scores, Schedule, student networking, integration of technology, and a variety of skill based assignments. **Staff Responsible for Monitoring:** GT Coordinator, Teachers, Counselors, and Administration. **Funding Sources:** GT INSTRUCTIONAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - $1,900				

Strategy 5 Details	Reviews			
Strategy 5: Staff development opportunities, training, and planning will be provided to teachers and staff for interpretation of data and state standards (TEKS) to improve instruction for all students, including, but not limited to ELPS, SIOP, Content & Language Objectives, Eduphoria -Aware, and/or Lead4Ward.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher use of Aware/Lead4Ward reports, Lesson plans that focus on student learning needs, and improved student performance. **Staff Responsible for Monitoring:** Curriculum Coach and Administration. **Funding Sources:** Extra Duty - 211 ESEA, TI A IMP - 211.13.xxxx - $4,458				

Strategy 6 Details	Reviews			
Strategy 6: All teachers will have access to high quality instructional materials (HQIM), resources, and trainings as designated by the district to include but not limited to My Perspectives and Carnegie Learning.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Successful Student performance on State Assessments. **Staff Responsible for Monitoring:** Teachers, Curriculum Coach, Administration. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 211 ESEA, TI A IMP - 211.13.XXXX - $1,500				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will integrate technology into the classroom through use of Chromebooks and Interactive Flat Panels and Front Row System for the use of Google Slides, ActivInspire, and online resources	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Use of technology in all classrooms. **Staff Responsible for Monitoring:** Teachers, Campus Technology Cordinator, and Administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.6390.44.045.0.30 - $17,324, EDUCATIONAL MATERIAL - 211 ESEA, TI A IMP - 211.11.XXXX - $71,680				

Strategy 8 Details	Reviews			
Strategy 8: Purchase and renewals for laptops, computers, printers and technology software such as Eduphoria, TRS, and Nearpod between other programs for teacher and student use. This includes ink cartridges and other supplies.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Purchase requisitions and use of technology in classrooms. Student and teacher use of technology. Improved student performance. **Staff Responsible for Monitoring:** Campus Technology Coach, Teachers, and Administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Ink & Supplies - 199 GENERAL FUND - 199.11.XXXX - $4,600, Staff Devices - 211 ESEA, TI A IMP - 211.11.XXXX - $15,000, Software Renewals - 211 ESEA, TI A IMP - 211.11.XXXX - $25,000				

Strategy 9 Details	Reviews			
Strategy 9: All teachers will incorporate best practices and resources throughout their curriculum to include but not limited to: bell activities, RBIS strategies, and other instructional supplies/materials to support instruction.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improved State assessment results and student learning. **Staff Responsible for Monitoring:** Teachers, Curriculum Coach, and Administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.xxxx - $10,000, SUPPLEMENTAL MATERIAL - 211 ESEA, TI A IMP - 211.11.xxxx - $10,000				

Strategy 10 Details	Reviews			
Strategy 10: All CTE teachers will acquire necessary materials to support their curriculum.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Purchase requisitions and the expenditure of CTE budgets. **Staff Responsible for Monitoring:** CTE teachers and administration. **Title I:** 2.5, 2.6 **Funding Sources:** Supplemental Materials - 199 GENERAL FUND - 199.11.xxxx - $2,250, Staff Development - 199 GENERAL FUND - 199.12.xxxx - $300				

Strategy 11 Details	Reviews			
Strategy 11: Identified students will attend field trips to build background knowledge for example, but not limited to, Clint Early College and Horizon High School. Other potential options are: UTEP, EPCC, Chamizal, SulRoss.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student exposure to different learning opportunities. **Staff Responsible for Monitoring:** Teachers, counselors, and Administration. **Funding Sources:** STUDENT TRAVEL - 199 GENERAL FUND - 199.11.xxxx - $300	**Sept**	**Nov**	**Feb**	**May**

Strategy 12 Details	Reviews			
Strategy 12: Students who are nominated by teachers and parents for GT will undergo GT testing for appropriate placement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of GT students. **Staff Responsible for Monitoring:** District and Campus GT Cordinator. **Funding Sources:** - 199 GENERAL FUND - 199.11.xxxx - $200	**Sept**	**Nov**	**Feb**	**May**

Strategy 13 Details	Reviews			
Strategy 13: At-Risk students will be provided guidance and mentoring of instructional objectives through response to intervention (RTI)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student grades and assessment scores. **Staff Responsible for Monitoring:** Teachers, Counselors, Curriculum Coach, and Administration.	**Sept**	**Nov**	**Feb**	**May**

Strategy 14 Details	Reviews			
Strategy 14: All teachers will provide necessary resources (such as but not limited to Science Dictionaries, Spanish/English dictionaries, manipulatives and Thesaurus) for use by our EB population.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student expansion and use of vocabulary. **Staff Responsible for Monitoring:** Teachers, Curriculum Coach, and Administration. **Funding Sources:** GENERAL INSTRUCTION READING MATERIAL - 199 GENERAL FUND - 199.11.xxxx - $5,100, ELL SUPPLEMENTAL READING MATERIAL - 199 GENERAL FUND - 199.11.xxxx - $11,000	**Sept**	**Nov**	**Feb**	**May**

Strategy 15 Details	Reviews			
Strategy 15: Technology equipment and materials will be purchased to enhance curriculum and testing (i.e. but not limited to: speakers, carts, testing materials for STAAR, Chromebook, scanners, headphones, microphones, computers, flip cameras, digital cameras memory cards, web cams, computer mouse)	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Purchase requisitions and budget expenditures. **Staff Responsible for Monitoring:** Campus Technology Cordinator, and Administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** CALCULATORS - 199 GENERAL FUND - 199.11.xxxx - $1,800, TECHNOLOGY EQUIPMENT - 211 ESEA, TI A IMP - 211.11.xxxx - $100,000, TECHNOLOGY EQUIPMENT - 199 GENERAL FUND - 199.11.xxxx - $33,000				

Strategy 16 Details	Reviews			
Strategy 16: All teachers and administrators will receive training and assistance in the implementation of high quality instruction (such as SIOP, Lead4Ward, State and Federal Accountability, Region 19, other local and district trainings that tie into our CIP) to meet all students needs including those with special needs such as EB, SpEd, Economically Disadvantaged, Migrant, and Military Students.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improvement of student performance. **Staff Responsible for Monitoring:** Teachers, Counselors, and Administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Staff Development - 199 GENERAL FUND - 199.13.xxxx - $3,200				

Strategy 17 Details	Reviews			
Strategy 17: All core teachers will purchase the needed supplies (to include but not limited to supplemental supplies and audiovisual supplies) for all children served during school and through tutorials to acquire the knowledge and skills contained in the state content standards TEKS and to meet the state requirement STAAR state assessment, including ELPS.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improved student learning. **Staff Responsible for Monitoring:** Teachers and Administrators. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** SUPPLEMENTAL MATERIAL - 211 ESEA, TI A IMP - 211.11.xxxx - $12,000, SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - $19,000				

Strategy 18 Details	Reviews			
Strategy 18: The ESL Department will purchase the needed supplemental supplies for all children served to acquire and assess the knowledge and skills contained in the state content standards TEKS, Language Acquisition and to meet the state requirement STAAR/TELPAS state assessments, including ELPS.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improved Student Performance **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** ELL SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - $8,260, Audiovisual - 199 GENERAL FUND - 199.11.xxxx - $3,000				

Strategy 19 Details	Reviews			
Strategy 19: REMS Students will participate in Robotics, Drones, and other STEM Competitions (led by campus ACE Program) in and out of campus needing various resources and supplies such as drones, equipment, and technology associated with the programs.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will build a strong foundation in reading, math, and problem solving skils **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 20 Details	Reviews			
Strategy 20: The SPED Department will purchase the needed software and supplemental supplies to include printer and copy paper. Copy Paper will be used for instruction to include making manipulatives, foldables, reading passages , and ISN Pages for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Impact instructional strategies used in the classroom and understanding of curriculum **Staff Responsible for Monitoring:** Teachers **Funding Sources:** SPED Education - 199 GENERAL FUND - 199.11.xxxx - $8,300				

Strategy 21 Details	Reviews			
Strategy 21: Students will have the opportunity to utilize and acquire a variety of 21st-century skills in the STEM field through a MakerSpace Lab that includes, but is not limited to items that support STEM lessons, supplies, furniture, and technology equipment such as audiovisual equipment, manipulatives such as Legos, technology items to support coding, 3D printing, and graphic design between others.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Students will build a strong foundation in STEM fields. **Staff Responsible for Monitoring:** Administrators Teachers Librarians **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Maker Space Resources - 211 ESEA, TI A IMP - 211.11.XXXX. - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Ricardo Estrada Middle School will be a model of high standards for student academic excellence.

Performance Objective 2: The Campus will provide appropriate resources and experiences that will enhance and support academic student achievement.

Evaluation Data Sources: The Campus will provide various professional development trainings to help increase student achievement: MTSS, Co-Teach Training and HQIM . Students will be provided a chromebook as part of the district's 1:1 Technology Initiative.

Strategy 1 Details			Reviews			
Strategy 1: CTE teachers will attend staff development training where applicable (i.e. but not limited to TCEA conference)			**Formative**			**Summative**
Strategy's Expected Result/Impact: Use of CTE strategies and implementation of new technology learning. **Staff Responsible for Monitoring:** CTE teachers and Administration. **Funding Sources:** Staff Development - 199 GENERAL FUND - 199.13.xxxx - $300			**Sept**	**Nov**	**Feb**	**May**

Strategy 2 Details			Reviews			
Strategy 2: Materials for hands-on teaching will be used in Science via dissecting materials (i.e. gloves, consumables), magazines, periodicals, and manipulatives, Science			**Formative**			**Summative**
Strategy's Expected Result/Impact: Hands on opportunities for learning. **Staff Responsible for Monitoring:** Science teachers, Curriculum Coach, and Administration. **Funding Sources:** Lab Materials - 211 ESEA, TI A IMP - 211.11.xxxx - $4,100			**Sept**	**Nov**	**Feb**	**May**

Strategy 3 Details			Reviews			
Strategy 3: Community Based Outing/ Field Trips for Special Education students to gain-real and meaningful learning applications.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student learning experiences. **Staff Responsible for Monitoring:** Special Ed teachers, Curriculum Coach, Administration. **Funding Sources:** SPED-TRANSPORTATION - 199 GENERAL FUND - 199.11.xxxx - $500, SPED-ENTRY FEES AND MEALS - 199 GENERAL FUND - 199.11.xxxx - $300			**Sept**	**Nov**	**Feb**	**May**

Strategy 4 Details			Reviews			
Strategy 4: Provide for ARD sub coverage for all teachers needing coverage.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student curriculum should remain consistent with one sub covering for ARDS. **Staff Responsible for Monitoring:** Administration.			**Sept**	**Nov**	**Feb**	**May**

Strategy 5 Details	Reviews			
Strategy 5: LPAC Clerk will test and monitor current ESL students academic progress, and monitor exited student academic progress. **Strategy's Expected Result/Impact:** Correct and accurate placements of students. **Staff Responsible for Monitoring:** LPAC Clerk.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy 6 Details	Reviews			
Strategy 6: GT teacher will attend staff development opportunities. **Strategy's Expected Result/Impact:** Higher learning opportunities for students in Pre Ap classes. **Staff Responsible for Monitoring:** GT Teacher and Administration. **Funding Sources:** Professional Development - 199 GENERAL FUND - 199.13.xxxx - $200	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy 7 Details	Reviews			
Strategy 7: Library will provide an updated selection of literature for students to read, inform, and conduct research. Promoting student success through literature to include E-Books. **Strategy's Expected Result/Impact:** Reading scores will show improvement. Improvement on State Assessment scores **Staff Responsible for Monitoring:** Librarian, Administration and Teachers **Funding Sources:** Library Books - 199 GENERAL FUND - 199.12.xxxx - $2,000	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy 8 Details	Reviews			
Strategy 8: Student(s) in Special Education will utilize a sensory room according to their IEP. **Strategy's Expected Result/Impact:** Improved learning and performance. **Staff Responsible for Monitoring:** DSC Instructor **Funding Sources:** SENSORY ROOM/IEP INSTRUCTION - 199 GENERAL FUND - 199.11.xxxx - $6,900	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy 9 Details	Reviews			
Strategy 9: Orchestra teacher will obtain sheet music for students to use to assist in developing and improving music performance. **Strategy's Expected Result/Impact:** Advance performances in classes, events, and contests. **Staff Responsible for Monitoring:** Orchestra Teacher **Funding Sources:** General Supplies - 199 GENERAL FUND - 199.11.xxxx - $500	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**

Strategy 10 Details	Reviews			
Strategy 10: As per district 1:1 technology initiative; all students have access to a chromebook device through all assigned class sets to support with academic achievement and instruction due to learning loss and to provide student interventions. **Strategy's Expected Result/Impact:** Academic Achievement **Staff Responsible for Monitoring:** Teachers, Librarian, Technology Coach, and Administration. **Funding Sources:** Devices - 211 ESEA, TI A IMP - 211.11.XXXX - $86,545, Devices - 199 GENERAL FUND - 199.11.XXXX - $17,324	Formative			Summative
	Sept	Nov	Feb	May

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

Goal 2: Ricardo Estrada Middle School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 1: All students will participate in campus activities that will ensure their acquisition of knowledge in the areas of positive peer relationships, drug prevention, anti-bullying in a safe learning environment.

Evaluation Data Sources: Students participated in activities and assemblies. Ricardo Estrada Middle School also utilized the counseling department, Communities In Schools, campus SRO, and other outside agencies to provide classroom presentations covering safety and drug prevention.

Strategy 1 Details	Reviews			
Strategy 1: Preventative methods and counseling interventions to decrease bullying as part of the campus anti-bullying initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced office referrals and bullying "Stay Away" contracts. **Staff Responsible for Monitoring:** Teachers, counselors, SRO.	Sept	Nov	Feb	May

Strategy 2 Details	Reviews			
Strategy 2: Promote the safety and emotional well being of REMS students. Campus emergency plans and drills are reviewed and practiced monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Successful monthly fire drills **Staff Responsible for Monitoring:** Counselors, teachers, SRO, and administration.	Sept	Nov	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Increase parent/family awareness of bullying behaviors and interventions/preventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent meetings through feeder pattern presentations **Staff Responsible for Monitoring:** Counselors	Sept	Nov	Feb	May

Strategy 4 Details	Reviews			
Strategy 4: Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, etc. to impact the home environment of all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monthly Parent Meetings **Staff Responsible for Monitoring:** Counselors/CIS Coordinator	Sept	Nov	Feb	May

Strategy 5 Details	Reviews			

Strategy 5: Promote parental involvement by providing notice to parents of all students about school related activities through callout, monthly newsletter, and breakfast drive thru.
    Strategy's Expected Result/Impact: Use of parent news letter, marquee, and campus website.
    Staff Responsible for Monitoring: Counselors, Teachers, and Administrators.
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**

Strategy 6 Details	Reviews			

Strategy 6: Conduct parent meetings and other informational meetings to keep parents informed of school performance and the issues that affect student performance on state assessments. Provide small incentives for attendance.
    Strategy's Expected Result/Impact: Monthly meetings.
    Staff Responsible for Monitoring: Counselors, Teachers, and Administrators.
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**

Strategy 7 Details	Reviews			

Strategy 7: Host Career Day luncheon to celebrate volunteers who provide services to all students.
    Strategy's Expected Result/Impact: Planning sessions and successful Career Day activities.
    Staff Responsible for Monitoring: Counselors and Administration.
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**

Strategy 8 Details	Reviews			

Strategy 8: Conduct extended day through "lunch bunch" counseling support to provide services for students regarding character education, conflict resolution, coping strategies, etc.
    Strategy's Expected Result/Impact: Reduced discipline referrals
    Staff Responsible for Monitoring: Counselors, Administration
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**

Strategy 9 Details	Reviews			

Strategy 9: Implement Falcon Pride Attendance and Discipline initiatives by grade level to be recognized every nine week period. Students will earn small incentives for having perfect attendance through different periods of time.
    Strategy's Expected Result/Impact: Increase in ADA to 98%
    Staff Responsible for Monitoring: Teachers, Campus Administration, CIS Personnel
	Formative			**Summative**

	Sept	**Nov**	**Feb**	**May**

Strategy 10 Details	Reviews			
Strategy 10: Will facilitate a Positive Behavior Intervention/Incentive System (PBIS) to cultivate positive culture throughout the campus for teachers and students. Smart panels throughout the building will display campus expectations, motivational, and celebrational messages/presentations . Incentives will be provided to increase student, campus, and community social emotional learning (SEL) awareness ID Card Printer along with necessary supplies, materials, and resources will be required in order to implement the PBIS initiative school wide. **Strategy's Expected Result/Impact:** A decrease in discipline referrals, increase in "positive referrals", and increase in student attendance to 98%. **Staff Responsible for Monitoring:** counselors, teachers, and administration. **Title I:** 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Feb	May

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

Goal 2: Ricardo Estrada Middle School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 2: Ensure that students can access Remote Learning programs due to extenuating circumstances.

Evaluation Data Sources: Student Work Progress, Google Classroom documentation, teacher logs

Strategy 1 Details		Reviews			
Strategy 1: Students with documented qualifiable illness will receive remote instruction via google classroom and google meets. **Staff Responsible for Monitoring:** Administrator, attendance clerk, nurse, and technology coach.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**

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

Goal 3: Ricardo Estrada Middle School will operate efficiently, being fiscally responsible

Performance Objective 1: Ricardo Estrada Middle School will operate financially efficiently in working with all business matters that entail campus expenditures.

Evaluation Data Sources: Purchase requisitions were reviewed and approved in a timely manner to ensure cost effectiveness. Weekly meetings between the principal and budget clerk were conducted to review business matters.

Strategy 1 Details	Reviews			
Strategy 1: Work toward achieving a monthly attendance rate of 98% or higher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Averaged Daily Attendance.	**Sept**	**Nov**	**Feb**	**May**
Increase in student incentives for perfect attendance **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, and Administrators.				

Strategy 2 Details	Reviews			
Strategy 2: Approve all Purchase Requisitions to ensure cost effectiveness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Savings on all materials and services.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Budget Clerk and Principal.				

Strategy 3 Details	Reviews			
Strategy 3: Meet with budget clerk weekly to ensure budget is being expended on student materials and services for the current school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional Materials are purchased in accordance campus plan	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Budget Clerk and Principal.				

Strategy 4 Details	Reviews			
Strategy 4: Energy use for the campus will be set on a time schedule for heating and cooling.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Savings on energy use.	**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators, teachers, staff, and district personnel.				

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

Goal 4: Ricardo Estrada Middle School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be highly qualified in accordance with ESSA. (Teachers are provided with a minimum of 48 hours of staff development)

Evaluation Data Sources: 100% of all employed teachers are highly qualified. Ricardo Estrada Middle School will continue to offer staff development options of research-based best practices.

Strategy 1 Details				Reviews			
Strategy 1: All teachers will receive training and assistance in the implementation of High Quality Instructional Materials (HQIM) and its internalization along with other research-based instructional models to include but not limited to RBIS Strategies, TEKS analysis, ELPS analysis, and SIOP to meet all students needs.				**Formative**			**Summative**
				Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Observations, Learning walks, PLC Meetings, Department meetings, Lesson Plans, Failure Reports. **Staff Responsible for Monitoring:** Administration and Curriculum Coach **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** PROFESSIONAL SERVICES - 199 GENERAL FUND - 199.13.xxxx - $2,000							

Strategy 2 Details				Reviews			
Strategy 2: Offer various professional development opportunities that address specifically defined student learning goals; staff requests; and that are ongoing and in-depth to improve instruction for all students.				**Formative**			**Summative**
				Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports. **Staff Responsible for Monitoring:** Administration							

Strategy 3 Details				Reviews			
Strategy 3: 30 Hour GT training offered to all new teachers; 6 hour updates for teachers who already have their GT certification				**Formative**			**Summative**
				Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: GT Updates provided and scheduled for teachers. **Staff Responsible for Monitoring:** Administration and GT Cordinator.							

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Administrators, counselors, librarians, and teachers will attend staff development training where applicable including but not limited to TASSP, Region 19, TCEA and Schools to Watch.	**Sept**	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports. **Staff Responsible for Monitoring:** ADMINISTRATION **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Staff Development Staff - 199 GENERAL FUND - 199.13.xxxx - $380				

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

Goal 5: Ricardo Estrada Middle School will include parents, community and business members in the education of all students.

Performance Objective 1: The campus will increase parental involvement by building a strong partnership with parents.

Evaluation Data Sources: Ricardo Estrada Middle School will hold monthly parent meetings to build cparent involvements with campus initiatives. Parents will be provided with information about state testing, character education, dangers of social media, and college and career readiness.

Strategy 1 Details	Reviews			
Strategy 1: Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, College Readiness, etc. to impact the home environment of all students.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Parent sign in sheets Counseling records Parent night presentations Home visiting logs **Staff Responsible for Monitoring:** Counselors and CIS **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** MISC Parental Involvement - 211 ESEA, TI A IMP - 211.61.xxxx - $5,182				

Strategy 2 Details	Reviews			
Strategy 2: Promote parental involvement by providing notice to parents of all students about school related activities to include district initiatives such as mother/father programs, and other events.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Flyers Campus Website Call Outs Social Media (Twitter) **Staff Responsible for Monitoring:** Counselors and Administrators. **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** Mother/Father - 211 ESEA, TI A IMP - 211.11.XXXX - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Host Career Day luncheon to celebrate parents and volunteers who provide services to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of Career Day Presenters **Staff Responsible for Monitoring:** Counselors and CIS **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** Hospitality - 199 GENERAL FUND - 199.31.xxxx - $650	**Sept**	**Nov**	**Feb**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Monthly Family Nights will be held to educate parents on various topics including but not limited to state assessments, content information, dangers of social media, drug prevention, positive parenting/peer relationships, and social emotional learning evens, activities, snacks and/or materials needed.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Attendance at Monthly Family Nights Sign In Sheets **Staff Responsible for Monitoring:** Counselors, CIS Coordinator, teachers, and Administration. **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** Contracted Services - 211 ESEA, TI A IMP - 211.61.XXXX - $320, PFE Hospitality - 211 ESEA, TI A IMP - 211.61.XXXX - $2,563				

Strategy 5 Details	Reviews			
Strategy 5: Parents will be given and assisted with material helpful for their students to learn and be successful in their education and beyond with the assistance of their parents.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Attendance at Monthly Family Nights Sign In Sheets **Staff Responsible for Monitoring:** Counselors, CIS, teachers, and administration **Title I:** 2.5, 2.6, 4.1, 4.2 **Funding Sources:** PARENT BROCHURES - 211 ESEA, TI A IMP - 211.61.xxxx - $2,000				

Strategy 6 Details	Reviews			

Strategy 6: Send out monthly newsletters to parents through the SMORE Communication Platform to increase parental involvement and communicate events and activities happening on campus.
    Strategy's Expected Result/Impact: Increase Parental Involvement
    Staff Responsible for Monitoring: Counselors, Administration, CIS Coordinator
 	
    Title I:
4.1, 4.2
    Funding Sources: Software Renewal - 211 ESEA, TI A IMP - 211.61.XXXX - $299
	Formative			Summative

	Sept	Nov	Feb	May

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

State Compensatory

Budget for Ricardo Estrada Middle School

Total SCE Funds: $474,912.23
Total FTEs Funded by SCE: 10.75
Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the middle school level, support classes such as Reading Improvement and Math Improvement courses are funded and students are enrolled in these programs to assist their academics. Also at the Middle School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Ricardo Estrada Middle School

Name	Position	FTE
AGUIRRE, ARACELY	INSTRUCTIONAL AIDE	1
ALMANZAR, BARBARA	INSTRUCTIONAL AIDE	1
CARRILLO, MARK	MATH TEACHER	0.625
GARCIA, IVONNE	CAMPUS CURRICULUM COACH	1
GUTIERREZ, MARIA	RLA TEACHER	0.5
HERNANDEZ, PATRICIA	AVID TEACHER	1
JARAMILLO, ANNETTE	RLA TEACHER	0.25
MONTOYA, LORENZO	MATH TEACHER	0.25
RICO, ROSALIA	EXPLORING CAREERS TEACHER	0.125
RODRIGUEZ, MARINA	INSTRUCTIONAL AIDE	1
SALAZAR, ALEJANDRA	INSTRUCTIONAL AIDE	1
TORRES, VIRGINIA	MATH TEACHER	0.625

Name	Position	FTE
VELASCO, ALAN	TECHNOLOGY TEACHER	1
WILLIAMS, ANGELA	TECHNOLOGY TEACHER	1
ZAMORA, ROBERT M	MATH TEACHER	0.375

Title I

1.1: Comprehensive Needs Assessment

Ricardo Estrada Middle School will ensure all students on the campus demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for each schoolwide campus program, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, Ricardo Estrada Middle School will function as a schoolwide Title I program. In order to develop this plan, the campus conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores
- MAP Data

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Site Based Decision Making Committee will review the plan beginning in June/July of 2023 with a final review in August 2023. The committee, at that time, made recommendations included in the final published document. The committee this past Spring, created the plan by reviewing strategies, data and updating each portion by goals.

Work group documentation was kept for each goal, the Campus Site Based Committee met to review the CIP, approve waivers, and provide feedback. Campus Departments also helped to create the CIP by reviewing their goals and updating the strategies. The CIP will be posted online for the community.

2.2: Regular monitoring and revision

The CIP is a working document that changes as the campus' needs change. The CIP committee will update sections as the need for purchases or new initiatives/strategies arises. Furthermore, the CIP committee will monitor the plan during the review months - September, November January, and May. Each goal will be updated and notes on the progress of the CIP will be included. During the review months, any revisions will be done by the CIP committee and reviewed by the leadership team.

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

The District Improvement Plan will be accessible on the website and shared with the Campus Site Based Committee. The Campus will ensure that the CIP is translated into Spanish and posted on the Campus and Dristrict websites.

2.4: Opportunities for all children to meet State standards

Ricardo Estrada Middle School will provide reform strategies as interventions for all students to ensure the needs of all children, but particularly the needs of children of target

populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. Ricardo Estrada Middle School will implement intervention classes to ensure our students are demonstrating academic growth. During 2022-2023, the campus will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, the campus will have additional intervention support such as after-school tutoring, Falcon Academies, and Smart Academies. In addition, the campus will provide additional instructional support during the October and March intersession. These intersessions will focus on students who are at risk or not on grade level or need support to be successful on the state assessments. Also, Title I funds are allocated to support the AVID program, instructional software, and after-school tutoring programs. ESSER funding will be provided to campuses to support interventions, and SEL programs, fund staff and provide additional instructional resources.

2.5: Increased learning time and well-rounded education

Ricardo Estrada Middle School will provide any student who did not pass STAAR grades 6-8 assessments, accelerated instruction must be delivered in the 2022-2023 school year (starting in fall 2022) or subsequent summer 2023. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements. Our campus has titled the program I-SUPPORT for the 2022-2023 school year.

Our campus must establish an ALC for students who did not pass the STAAR in grades 5th, or 8th math or reading beginning to the start of the school year. The ALC's must be conducted immediately so that the intervention plans must be developed and put into place starting on August 2, 2021. Remember an ALC must also be conducted for a student who did not take the STAAR test; TEA records any student who did not take the exam as a student who did not meet Approaches or higher. Only students in these grade levels must have a formal ALC, but the other grade levels must have a plan and process to monitor student achievement during the implementation of the plan.

Middle school students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR exams that they did not score at least Approached Grade Level or higher on the Spring 2022STAAR administrations. Middle School Algebra I students who did not score Approaches Grade Level will be included in this program as well.

All students will have a scheduled time for accelerated instruction. During the 2022-2023 school year, students will be provided targeted intervention before, after and during school. These intervention times must be documented and provided at least 30 minutes a week, per subject. REMS Campus will work with their respective Assistant Superintendent to develop an approved plan that is uniform and consistent. We will need to provide information on the I-SUPPORT plan to TEA as needed so all program requirements will be adhered.

All student plans must have data to drive their development. REMS Campus will use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

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

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
Utilizes HQIM instructional materials designed for supplemental instruction.

3.1: Annually evaluate the schoolwide plan

Annually, the CIP and Title I plan are evaluated during the formative review months and a summative evaluation is condudted at the end of the year. Our campus administrative team will monitor the plan during the review months - September, November January, and May. The campus administrative team will update sections as the need for purchases or new intiatives/strategies arises during the year. Each goal will be updated and notes on the progress of the CIP will be included. The end of year Summative evaluation will be shared with our Campus Improvement Plan Committee during the CIP planning session. Revisions and recommendations will be implemented at the CIP planning session.

4.1: Develop and distribute Parent and Family Engagement Policy

Ricardo Estrada Middle School distributes parent and family engagement policy at open house. In addition, Ricardo Estrada Middle School will inform parents through a Smore's newsletter to inform parents of the flexible number of parent-involvement workshops to address the needs of our learners to ensure they are college ready. Furthermore, parents will partake in student success celebrations.

4.2: Offer flexible number of parent involvement meetings

Our Communities in School Coordinators (CIS), Campus adminstration and Parent & Family Engagement programs have events scheduled at all campuses throughout 2022-2023 school year. Also, campus administration conducts all required parental involvement meetings and publicizes those through the web, twitter and through the District's call out system. Each campus will also have additional SEL support by having an SEL Lead Teacher who will assist with coordinating parental involvement activities to support social and emotional learning as students transition back to the campus after the pandemic.

5.1: Determine which students will be served by following local policy

Ricardo Estrada Middle School will identify all students in need of support and create Targeted Improvement Plans. The plans must identify students who need accelerated intervention plans based on assessment data. These targeted plans will be reviewed every 9 weeks through PLCs. The campus leadership team will conduct walkthroughs and instructional rounds to support the TIP implementation.

Title I Personnel

Name	Position	Program	FTE
Brenda Gonzalez	PBIS Lead Teacher	ESSER	1.0
Brenda Ramos	Communities in Schools Coordinator	Title I	1.0
Denyse Bencomo	Communities in Schools Coordinator	Title I	1.0
Jessica Perchez	Communities in Schools Coordinator	Title I	1.0
Joaquin Jauregui	Instructional Support Teacher	ESSER	.875
Joaquin Jauregui	Dyslexia Teacher	ESSER	.125
Mark Carrillo	Instructional Support Teacher	ESSER	1.0
Matthew Munden	Technology Coach	ESSER	1.0
Melissa Dapron	Interventionist	ESSER	1.0
Saul Villanueva	ACE Site Coordinator	CCLC	1.0

Campus Funding Summary

			189 ESSER FUND BALANCE		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra-Duty Tutoring	189.11.xxxx	$12,040.00
				Sub-Total	$12,040.00
			199 GENERAL FUND		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental Materials	199.11.XXXX	$24,480.00
1	1	4	GT INSTRUCTIONAL MATERIAL	199.11.XXXX	$1,900.00
1	1	7	SUPPLEMENTAL MATERIAL	199.11.6390.44.045.0.30	$17,324.00
1	1	8	Ink & Supplies	199.11.XXXX	$4,600.00
1	1	9	SUPPLEMENTAL MATERIAL	199.11.xxxx	$10,000.00
1	1	10	Staff Development	199.12.xxxx	$300.00
1	1	10	Supplemental Materials	199.11.xxxx	$2,250.00
1	1	11	STUDENT TRAVEL	199.11.xxxx	$300.00
1	1	12		199.11.xxxx	$200.00
1	1	14	GENERAL INSTRUCTION READING MATERIAL	199.11.xxxx	$5,100.00
1	1	14	ELL SUPPLEMENTAL READING MATERIAL	199.11.xxxx	$11,000.00
1	1	15	CALCULATORS	199.11.xxxx	$1,800.00
1	1	15	TECHNOLOGY EQUIPMENT	199.11.xxxx	$33,000.00
1	1	16	Staff Development	199.13.xxxx	$3,200.00
1	1	17	SUPPLEMENTAL MATERIAL	199.11.XXXX	$19,000.00
1	1	18	ELL SUPPLEMENTAL MATERIAL	199.11.XXXX	$8,260.00
1	1	18	Audiovisual	199.11.xxxx	$3,000.00
1	1	20	SPED Education	199.11.xxxx	$8,300.00
1	2	1	Staff Development	199.13.xxxx	$300.00
1	2	3	SPED-TRANSPORTATION	199.11.xxxx	$500.00
1	2	3	SPED-ENTRY FEES AND MEALS	199.11.xxxx	$300.00
1	2	6	Professional Development	199.13.xxxx	$200.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Library Books	199.12.xxxx	$2,000.00
1	2	8	SENSORY ROOM/IEP INSTRUCTION	199.11.xxxx	$6,900.00
1	2	9	General Supplies	199.11.xxxx	$500.00
1	2	10	Devices	199.11.XXXX	$17,324.00
4	1	1	PROFESSIONAL SERVICES	199.13.xxxx	$2,000.00
4	1	4	Staff Development Staff	199.13.xxxx	$380.00
5	1	3	Hospitality	199.31.xxxx	$650.00
				Sub-Total	**$185,068.00**

211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Planning-Extra Duty	211.13.XXXX	$4,458.00
1	1	1	Planning-Substitute	211.11.XXXX	$6,787.00
1	1	2	Extra-Duty Tutoring	211.11.xxxx	$28,100.00
1	1	3	Supplemental Materials	211.11.XXXX	$30,500.00
1	1	5	Extra Duty	211.13.xxxx	$4,458.00
1	1	6		211.13.XXXX	$1,500.00
1	1	7	EDUCATIONAL MATERIAL	211.11.XXXX	$71,680.00
1	1	8	Software Renewals	211.11.XXXX	$25,000.00
1	1	8	Staff Devices	211.11.XXXX	$15,000.00
1	1	9	SUPPLEMENTAL MATERIAL	211.11.xxxx	$10,000.00
1	1	15	TECHNOLOGY EQUIPMENT	211.11.xxxx	$100,000.00
1	1	17	SUPPLEMENTAL MATERIAL	211.11.xxxx	$12,000.00
1	1	21	Maker Space Resources	211.11.XXXX.	$2,000.00
1	2	2	Lab Materials	211.11.xxxx	$4,100.00
1	2	10	Devices	211.11.XXXX	$86,545.00
5	1	1	MISC Parental Involvement	211.61.xxxx	$5,182.00
5	1	2	Mother/Father	211.11.XXXX	$1,000.00
5	1	4	PFE Hospitality	211.61.XXXX	$2,563.00
5	1	4	Contracted Services	211.61.XXXX	$320.00
5	1	5	PARENT BROCHURES	211.61.xxxx	$2,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6	Software Renewal	211.61.XXXX	$299.00
				Sub-Total	$413,492.00