

Weslaco Independent School District
Mary Hoge Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 5
 - Demographics 6
 - Student Learning 8
 - 9
 - School Processes & Programs 11
 - Perceptions 12
- Priority Problem Statements 13
- Comprehensive Needs Assessment Data Documentation 14
- Goals 16
 - Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders 16.
 - Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance 37
 - Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS - Foster exceptional community service, open communication, and positive collaboration for student success 43
 - Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees. 45
 - Goal 5: FINANCIAL STRENGTH - Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding 47
- State Compensatory 48
 - Budget for Mary Hoge Middle School 48
 - Personnel for Mary Hoge Middle School 48
- Title I 49
- Title I Personnel 50
- 2024-2025 Campus Site-Based Committee 51
- Campus Funding Summary 52

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

By the end of the 2024-2025 school year, Mary Hoge Middle School will have successfully implemented Social Emotional Learning (SEL) education and enrichment programs. These initiatives are designed to promote a positive school culture, enhance student well-being, and reduce behavioral issues, thereby fostering an environment conducive to academic success and personal growth.

Demographics

Demographics Summary

Mary Hoge Middle School (MHMS) is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2023-2024, the total student population in MHMS was 925 (PEIMS, 2024-2025). The student population was (98.92%) Hispanic and (93.84%) Economically Disadvantaged. Other demographic information includes students in Special Education (12.7.6%), At-Risk (77.3%), Migrant (3.35%), EB (46.49%) and Gifted and Talented (4.22%).

According to (On Data Suite 2023-2024) teachers serving Mary Hoge Middle School are (91.0%) Hispanic. Data from TAPR 22-23 state beginning teachers account for (0.0%) of staff, 1-5 years teachers account for (10.0%), teachers with 6-10 years experience account for (18.4%), 11-20 years account for (34.1%), teachers with 21-30 years experience account for (22.7%) and teachers over 30 years of experience account for (14.2%). The average years of overall experience is (17.9 years) at MHMS, while the average years of experience within the district are 14.0 years.

Demographics

Demographics Summary

Mary Hoge Middle School (MHMS) is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2023-2024, the total student population in MHMS was 925 (PEIMS, 2024-2025). The student population was (98.92%) Hispanic and (93.84%) Economically Disadvantaged. Other demographic information includes students in Special Education (12.7.6%), At-Risk (77.3%), Migrant (3.35%), EB (46.49%) and Gifted and Talented (4.22%).

According to (On Data Suite 2023-2024) teachers serving Mary Hoge Middle School are (91.0%) Hispanic. Data from TAPR 22-23 state beginning teachers account for (0.0%) of staff, 1-5 years teachers account for (10.0%), teachers with 6-10 years experience account for (18.4%), 11-20 years account for (34.1%), teachers with 21-30 years experience account for (22.7%) and teachers over 30 years of experience account for (14.2%). The average years of overall experience is (17.9 years) at MHMS, while the average years of experience within the district are 14.0 years.

STAFF QUALITY, RECRUITMENT, AND RETENTION Weslaco ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. WISD makes it a priority in reporting that 100% of district teachers are highly qualified and certified. It is due to these efforts that positions in Weslaco ISD are highly sought-after. Job openings frequently bring an abundance of highly qualified and experienced personnel. According to the most recent 2022-2023 TAPR, Mary Hoge Middle School beginning teachers account for (0.0%) of staff, 1-5 years teachers account for (10.0%), teachers with 6-10 years experience account for (18.4%), 11-20 years account for (34.1%), teachers with 21-30 years experience account for (22.7%) and teachers over 30 years of experience account for (14.2%). The average years of overall experience is (17.9 years) at MHMS, while the average years of experience within the district are 14.0 years. Class sizes are slightly greater than the district and state rate for grades grade 6-8. Each year, Mary Hoge Middle School carefully reviews the personnel receiving instructional and co-curricular stipends to better support the unique needs of our students, particularly in areas such as Special Education, Advanced Academics (GT), Career and Technical Education (CATE), and Bilingual Education. Managing the growth of our students' needs requires a consistent focus on maintaining staff quality, recruitment, and retention. Mary Hoge Middle School remains committed to maintaining a positive work environment and the district's compensation plan to retain top talent and will continue to provide targeted professional development to enhance our teaching staff's effectiveness.

PARENT AND FAMILY ENGAGEMENT Mary Hoge Middle School is home to over 938 bright and talented students and provides over 83 jobs for the growing city of Weslaco. Mary Hoge Middle School is located in south-central Hidalgo County, about eight miles north of the Texas-Mexico border. It encompasses 54 square miles and is bordered by the cities of Progreso to the south, Donna to the west, Mercedes to the east and Edcouch/Elsa to the north.

Demographics Strengths

2022-2023 TAPR data:

Attendance rate (90.2%) is comparable to the state rate (92.2%)

The annual dropout rate (0.8%) is comparable to the state rate (0.7%).

On average Mary Hoge Middle School teachers have more years of experience (17.9 yrs.) than the state (11.0 yrs.).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mary Hoge Middle School has identified a need for greater family engagement to support student achievement and well-being. Limited involvement from families in school activities, communication, and decision-making processes, negatively impacts students' academic and social-emotional development. **Root Cause:** The root cause of this issue stems from the lingering effects of the COVID-19 pandemic, which disrupted traditional modes of family engagement and led to a decreased likelihood of parental involvement in middle school students' education. Many parents may still be adjusting to new routines.

Problem Statement 2 (Prioritized): There is a need for improvement for all core area content including Reading and Math on STAAR 6-8 for all students including the specific populations of ELL. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary, and comprehension), the Covid-19 pandemic then contributed to the Gap called learner loss.

Problem Statement 3: SpEd students in all grade levels are not meeting STAAR standards at the same rate as non-SpEd students. **Root Cause:** SpEd students are below grade level and STAAR test is on grade level. In addition the Covid-10 pandemic contributed to an additional Gap called the learner loss.

Student Learning

Student Learning Summary

Overview of the 2024 Accountability System State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus-based on performance in three different areas or domains: student achievement, school progress, and closing the gaps. Domain I: Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR). Domain II: School Progress measures how much better students perform on STAAR tests from year to year. Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2024 "Preliminary" Accountability Summary for Mary Hoge Middle School		
Domain I:	Academic Achievement	69
Domain II: School Progress (greater of the two):	Academic Growth:	70
	Relative Performance:	80
Domain III:	Closing the Gaps	77
Preliminary Overall Rating:		79

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Achievement component of Domain I (*Student Achievement*), which includes all tested content areas.

A comparison of STAAR 2023 and 2024 scores indicates an increase in all areas with exception to 7th & 8th grade Reading, 7th grade Math and 8th grade Science. With the most notable need being Reading.

By grade Level		
Subjects	2023	2024
6th grade Reading	55%	64%
7th grade Reading	74%	62%
8th grade Reading	74%	72%
English I	100%	100%
6th grade Mathematics	45%	58%
7th grade Mathematics	54%	42%
6th grade Mathematics	67%	72%

By grade Level		
Algebra I	100%	100%
Science	67%	60%
Social Studies	47%	49%

Source: Tarp (<https://txresearchportal.com/results>)

Student Learning Strengths

At the *Masters* level Mary Hoge Middle School has shown a steady overall student achievement increase in the last 2 years.

Mary Hoge Middle School received the following Preliminary Accountability Rating

Academic Achievement: 69|D

Academic Growth 70|C

Relative Performance: 80|D

Closing the Gaps 77|C

Overall Rating 79|C

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Priority Problem Statements

Problem Statement 1: Mary Hoge Middle School has identified a need for greater family engagement to support student achievement and well-being. Limited involvement from families in school activities, communication, and decision-making processes, negatively impacts students' academic and social-emotional development.

Root Cause 1: The root cause of this issue stems from the lingering effects of the COVID-19 pandemic, which disrupted traditional modes of family engagement and led to a decreased likelihood of parental involvement in middle school students' education. Many parents may still be adjusting to new routines.

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data


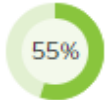
Goals





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

Performance Objective 1: By Spring 2025, Mary Hoge Middle School's Social Studies department aims to have 50% of our students achieve at the Approaches level, 27% at the Meets level, and 16% at the Masters level on STAAR/EOC and District Assessments.

High Priority

Evaluation Data Sources: Social Studies STAAR Data
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective integrated Reading Strategies, building academic digital vocabulary.</p> <p>Historical issues such as specific eras/dates/significant figures in World History and US History</p> <p>Geographical, Political, Social and Economical Influences in History</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's benchmark and STAAR/EOC.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE] - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate Literacy strategies to enhance comprehension of social studies concepts through</p> <p>Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books Google Voice Kami Discovery Education Edpuzzle Dyknow Lowmans Newsela SAAVAS Active Classrooms</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers District Strategist Campus Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Campus Admin District Strategists</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Emergent Bilingual student population will receive interventions using the following:</p>	Formative			Summative

RLA:
Evaluate their reading, comprehension and vocabulary level by pre assessing using the district benchmarks and istation in order to provide differentiated interventions.

Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day
Saturday School

Math:
Integrate reading and writing through out math to build academic vocabulary and comprehension for math.
Vocabulary build up activities
Extended-Day and Saturday School

Word walls
Super Reader time
Writer wall



Social Studies:
Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day and Saturday School

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day and Saturday School

STAAR enrichment:
Camps
Tutoring
Expanded Learning time

Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary


Nov	Jan	Mar	June
 75%	 65%		


Staff Responsible for Monitoring: Teachers


Campus Admin

District strategists

Funding Sources: - 164 - State Comp. Ed. [SCE]

 0% No Progress

 100% Accomplished

 Continue/Modify



 Discontinue






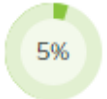



Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders

Performance Objective 2: By Spring 2025, Mary Hoge Middle School's Science department aims to have 60% of our students achieve at the Approaches level, 30% at the Meets level, and 10% at the Masters level on STAAR/EOC.

High Priority

Evaluation Data Sources: Science STAAR Data, Campus Assessments, Benchmarks
Benchmarks, NWEA Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective comprehension Strategies, building Science academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's benchmark and STAAR/EOC.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>75%</p>	 <p>80%</p>		

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate Science strategies to enhance comprehension of Science concepts through Word walls Quick Writes Anchoring Phenomenon Interactive notebooks Discovery Education McGraw Hill EdPuzzle EduSmart Kami Dyno Summit K-12</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Science Teachers District Strategist Campus Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 75%	 5%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Science Teachers Campus Admin District Strategists</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 85%	 5%	
Strategy 4 Details	Reviews			
<p>Strategy 4: Emergent Bilingual student population will receive interventions using the following:</p> <p>RLA:</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Evaluate their reading, comprehension and vocabulary level by pre assessing using the district benchmarks and istation in order to provide differentiated interventions.

Vocabulary build up activities

Word walls

Super Reader time

Writer wall

Extended-Day

Saturday School

Math:

Integrate reading and writing through out math to build academic vocabulary and comprehension for math.

Vocabulary build up activities

Extended-Day and Saturday School

Word walls

Social Studies:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.

Vocabulary build up activities

Word walls

Super Reader time

Writer wall

Extended-Day and Saturday School

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension .

Vocabulary build up activities

Word walls

Super Reader time

Writer wall

Extended-Day and Saturday School

Anchoring Phenomena

STAAR enrichment:

Camps

Tutoring

Expanded Learning time

Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary

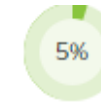
Staff Responsible for Monitoring: Teachers

Campus Admin

District strategists

Title I:

2.4, 4.2



- TEA Priorities:


Improve low-performing schools


- ESF Levers:


Lever 5: Effective Instruction

Funding Sources: - 164 - State Comp. Ed. [SCE]

--	--	--	--	--

 0% No Progress

 100% Accomplished

 Continue/Modify




 Discontinue



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




Performance Objective 3: By Spring 2025, Mary Hoge Middle School's Math department aims to have 74% of our students achieve at the Approaches level, 47% at the Meets level, and 20% at the Masters level on STAAR/EOC and District Assessments.





High Priority

Evaluation Data Sources: 2025 Math STAAR data
 Benchmarks,
 NWEA
 District Assessments

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs:</p> <p>Measuring Up Think Up Math Interactive Pad Pear Deck Imagine Math HMH Personal Math trainer SpringBoard Texas Go Math Google Classrooms Brain Pop Kurzweil Schoolology Edpuzzle Kami Active Classroom Hands on Manipulatives</p> <p>Strategy's Expected Result/Impact: Increase performance of students on assessments</p> <p>NWEA MAP Tests District Benchmark STAAR/ EOC Campus Based assessment</p> <p>Staff Responsible for Monitoring: Math teachers Campus Admin District Math Strategist</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:</p> <p>Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP tests, benchmark, and on the STAAR.</p> <p>Staff Responsible for Monitoring: Math teachers District Math Strategist Campus Admin</p> <p>Funding Sources: Extended Day - 164 - State Comp. Ed. [SCE] - \$5,000, Maneuvering The Middle Math Interventions - 164 - State Comp. Ed. [SCE] - 164.11.62.00.041.0.30 - \$289</p>	Formative			Summative
	Nov	Jan	Mar	June
	 65%	 70%	 20%	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 4: By Spring 2025, Mary Hoge Middle School's RLA department aims to have 81% of our students achieve at the Approaches level, 59 % at the Meets level, and 29% at the Masters level on STAAR/EOC and District Assessments.




High Priority









Evaluation Data Sources: Reading Camps/Writing Camps

Benchmarks

NWEA

District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.</p> <p>Teachers will enhance literacy instructional strategies through the following:</p> <p>TEKS Resource K-12 Curriculum Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall EdPuzzle Kami StudySync Summit K12 ixl- English I istation Rosetta Stone Novel Sets</p> <p>Writing: Quick writes Super writer wall Education world No Red ink</p> <p>Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *District Benchmarks *STAAR assessments <p>Staff Responsible for Monitoring: Campus Admin ELAR Strategist</p> <p>Funding Sources: Reading Materials and paper materials for writing - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
				

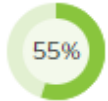



Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.</p> <p>*Writing Across the Curriculum through Write to Learn Strategies</p> <p>*Reading and writing connections through out all content</p> <p>*TEKS Resource System</p> <p>*Abydos Three week Institute</p> <p>*Abydos Re-certification for trainers</p> <p>Strategy's Expected Result/Impact: Performance on writing assessments:</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments <p>Staff Responsible for Monitoring: Campus Admin ELAR Strategist</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.</p> <p>Google classroom Scholastic Pathblazers Kurzweil Istation</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations and assesments, CBA's, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Teachers District Strategist Campus Admin</p> <p>Funding Sources: - 164 - State Comp. Ed. [SCE]</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

Performance Objective 5: By Spring 2025, Hoge Middle School's Electives department aims to create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2025 school year, there will be an increase in college readiness by 10%.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Fine Arts Department will increase the quality and quantity of literacy used in all EC-12 Fine Arts Curriculums across the campus.</p> <p>Strategy's Expected Result/Impact: Well rounded Fine Art students.</p> <p>Staff Responsible for Monitoring: Fine Arts Department Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.</p> <p>Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Decrease in referrals.</p> <p>Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide suicide prevention programs and awareness to all students.</p> <p>Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results.</p> <p>Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: By Spring 2024, 7th and 8th grade students will achieve a 70% passing rate in CTE elective courses.</p> <p>Strategy's Expected Result/Impact: By the end of 2025 school year, there will be an increase in college readiness.</p> <p>Staff Responsible for Monitoring: Admin CTE department</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 6: By the Spring of 2025, the percentage of Special Populations (GT/Advanced Academics, EB's, Migrant, SPED) will increase the percent of students at the approaches level by 10% from the previous school year.

High Priority

Evaluation Data Sources: TAPR

TARP

STAAR performance report

Benchmark

NWEA assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent Bilingual student population will receive interventions using the following:</p> <p>RLA: Evaluate their reading, comprehension and vocabulary level by pre assessing using the NWEA assessment and istation in order to provide differentiated interventions.</p> <p>Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Saturday School</p> <p>Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Extended-Day and Sat School Word walls Super Reader time Writer wall</p> <p>Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Sat. School</p>	Formative			Summative
	Nov	Jan	Mar	June

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.

Vocabulary build up activities

Word walls

Super Reader time

Writer wall

Extended-Day and Sat. School

STAAR enrichment:

Camps

Tutoring

Expanded Learning time

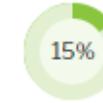
Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary





Staff Responsible for Monitoring: Teachers







Campus Admin

District strategists

Funding Sources: - 164 - State Comp. Ed. [SCE]



Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend training that provide instructional strategies that will differentiate instruction for Emergent Bilingual students and increase TELPAS sores by 10%.</p> <p>Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the Emergent Bilingual population.</p> <p>Strategy's Expected Result/Impact: Increase language skills, reading levels, academic vocabulary and comprehension skills</p> <p>Staff Responsible for Monitoring: Teachers Campus Admin District Strategists District Admin</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Advanced Academics Department will monitor Gifted Students' performances and ensure they are in the right pathways</p> <p>Strategy's Expected Result/Impact: Accountability ratings</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: SPED teachers will work closely with students and have opportunities for professional development.</p> <p>Strategy's Expected Result/Impact: Increase SPED performance in classrooms, STAAR, and district assessments.</p> <p>Staff Responsible for Monitoring: SPED teachers Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 7: By the end of the academic year, the UTRGV GEAR UP program will support the 7th-grade cohort, to increase college enrollment awareness by hosting three college-focused events that engage students and families. The program will improve academic achievement by increasing the percentage of economically disadvantaged students meeting grade-level proficiency in core subjects by 10%. It will also enhance postsecondary preparation by conducting bi-monthly workshops on college and career readiness, with 90% of low-income students reporting improved confidence. Additionally, GEAR UP will provide at least two hands-on STEAM activities, with 75% of low-income participants expressing increased interest in STEAM fields, fostering both academic and career exploration.

High Priority

HB3 Goal





Evaluation Data Sources: Surveys, Benchmarks, STAAR







Strategy 1 Details	Reviews			
Strategy 1: Conducting small group interventions and workshops. Strategy's Expected Result/Impact: increased student achievement, increased STEAM interest and college readiness. Staff Responsible for Monitoring: Ms. Janet Cavazos	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 1: To provide a safe environment for 100% of students on campus

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.</p> <p>Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.</p> <p>Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.</p> <p>Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.</p> <p>Staff Responsible for Monitoring: All professional staff All support staff Crisis Team Administration Security Guards</p>	Formative			Summative
	Nov	Jan	Mar	June
				

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

Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 2: During 2024-2025, processes and programs will be in place for 1) technology-rich and, 2) safe and secure learning environments. (Instructional Technology).

Continue student student 1:1 device initiative.

Support technology-rich learning environments through staff device initiative.

Evaluation Data Sources: Equity in student devices

Balance in online and offline instructional resources

Improved positive online student experiences

Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 3: By the end of the 2024-2025 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5%. Research indicates that SEL interventions can increase student performance by 11%.

High Priority

Evaluation Data Sources: Climate and culture
Bullying Incidents







Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 4: MHMS CAEP - Reduce repeat offenders by 50% with restorative practices

High Priority

HB3 Goal

Evaluation Data Sources: Measures: 50% of students will not return to CAEP this year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will use restorative practices</p> <p>Strategy's Expected Result/Impact: Reduction in amount of students that are repeat offenders at CAEP</p> <p>Staff Responsible for Monitoring: Admin Team, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


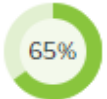




Goal 2: ENGAGING LEARNING ENVIRONMENTS - Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance

Performance Objective 5: MHMS CAEP will complete 70% of coursework to help improve grades and pass courses.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher communication logs, work assignments, grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will communicate too ensure all students receive assignments and complete coursework assigned.</p> <p>Strategy's Expected Result/Impact: Completed assignments</p> <p>Staff Responsible for Monitoring: CAEP AP: Mrs. R. Carillo</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS - Foster exceptional community service, open communication, and positive collaboration for student success









Performance Objective 1: Mary Hoge Parent and Family Engagement Title 1, Part A department will increase parents, family, and community engagement by 10% from the previous year, by utilizing various methods of communication to inform them of the events and meetings going on within the campus & district.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Aligned Parent Meetings, Evaluations, District & Campus Events, Six week individual staff meetings, Campus Six Weeks Log-In's, Parents Sign-In's, Parent Evaluations, Parent/Teacher Conference Form, Parent Advisory Council, School Health Advisory Council, Federal e-grant Application

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize all forms of contact with parents and the community through phone calls, home visits, different platforms utilized by teachers, flyers, email, parent teacher conferences, school messenger, K-WES and social media.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement to spurt student achievement</p> <p>Staff Responsible for Monitoring: Parental Specialist & Community Liaisons, Campus Principal & Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: 211.61.6411.29.041.5.24 - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<p>Strategy 2: Revise , distribute and evaluate annually the Campus Parent and Family Engagement Policy . Revise the Family Engagement & Policy Campus Compact.</p> <p>Strategy's Expected Result/Impact: Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase</p> <p>Staff Responsible for Monitoring: Parental Specialist & Community Liaisons, Campus Principal & Administration</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 60%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct a Title 1 meeting. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents.</p> <p>Strategy's Expected Result/Impact: Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as a parents. Parental engagement and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Parental Specialist & Community Liaisons Campus Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 80%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 1: During 2024-2025, 100% of teachers and administrators will have access to high-quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their practice, as well as address the social emotional needs of the students.

High Priority







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

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

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 2: During 2024-2025, teachers and administrators will have access to high-quality, and up to date resources and technology to grow professionally in their practice, as well as address the social emotional needs of the students.

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







Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will have access to (but not limited to), as follows: TouchScreen TV to be utilized as projectors Chromebooks Laptops Ipads/Tablets</p> <p>Strategy's Expected Result/Impact: Access to technology will provide opportunities for staff to help students to perform at the Approaches, Meets or Masters Grade Level.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

High Priority

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

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

State Compensatory

Budget for Mary Hoge Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Mary Hoge Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Solis	Social Worker	1
Amenda Vela Martinez	Counselor Clerk	1
April Solis	LVN	1
Orlando Gomez	Teacher CAEP	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma V. Hernandez	Instructional Aide	Title I Part A	1
Crystal Lee Sandoval	Sp. Ed. Aide	Title I Part A	1
Delma M. Anciso	Sp. Ed. Aide	Title I Part A	1
Jasmina Hernandez	Sp. Ed. Aide	Title I Part A	1
Joshua Martinez	Library Aide	Title I Part A	1
Julia Villarreal	Instructional Aide	Title I Part A	1
Luis R. Garcia	Sp. Ed. Aide	Title I Part A	1
Mario J. Guillen	Instructional Aide	Title I Part A	1
Ramiro Trevino	Parent Specialist	Title I Part A	1
Ruby Zavala	Media Aide	Title I Part A	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Angela Loken	Parent
Parent	Diana Gonzalez	Parent
Community Representative	Rene Arce	Community member
Classroom Teacher	Maria Guzman	Elective Teacher
Non-classroom Professional	San Juana Bazaldua	Nurse
Non-classroom Professional	Cynthia Perales	Librarian
Administrator	Estella Emrick	Assistant Principal
Classroom Teacher	Lisa Martinez	Special Ed Teacher
Classroom Teacher	Isabel Marble	RLA Teacher
Classroom Teacher	Danielle LaFoe	Science Teacher
Classroom Teacher	Cori Saldana	Math Teacher
Classroom Teacher	Terry Tijerina	Social Studies Teacher

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$5,000.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	3	Extended Day		\$5,000.00
1	3	3	Maneuvering The Middle Math Interventions	164.11.62.00.041.0.30	\$289.00
1	4	1	Reading Materials and paper materials for writing		\$0.00
1	4	3			\$0.00
1	6	1			\$0.00
Sub-Total					\$15,289.00
Budgeted Fund Source Amount					\$433,099.00
+/- Difference					\$417,810.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	211.61.6411.29.041.5.24		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,876.00
+/- Difference					\$4,876.00
Grand Total Budgeted					\$437,975.00
Grand Total Spent					\$15,289.00
+/- Difference					\$422,686.00