Weslaco Independent School District

Central Middle School

2024-2025 Campus Improvement Plan



Mission Statement

At Central Middle School, we're all about creating a vibrant, safe, and nurturing environment where every student can soar to success! We believe in the amazing potential of every learner and harness the power of innovation and technology to prepare for an ever-changing world. Our dedicated staff strives for excellence every day, and we actively encourage parents to join us in this exciting journey. Together, we empower and prepare our students for a bright and successful future!

Vision

Central Middle School is where dreams take flight! We empower our students to achieve greatness, become 21st-century critical thinkers, and thrive in a safe, inclusive environment. We embrace the belief that all students can learn and grow, unlocking their fullest potential. Let's create a future full of possibilities!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Middle School is located in Weslaco, Texas. Central Middle School serves 6th-8th grade level students; the breakdown by grade level is as follows:

6th grade-339 students

7th grade-386 students

8th grade-360 students

Total Number of Students: 1085

1070 students (97%) are Hispanic

28 students (3%) are White

1 student is African American

4 students are Asian

1 student is Indian

Central Middle School serves the following special populations:

175 students (16%) are Emergent Bilingual

139 students (13%) are Special Education

114 students (11%) are Gifted and Talented

10 students are Migrants

According to the latest TAPR report, Central Middle School has 80 staff members, 90 professional staff members, 60 teachers, and 9 professional aides. 50% of the teachers have more than 10 years experience and the average years of experience for the campus is at 11.6 years.

Demographics Strengths

- In 2016-17 and in 2017-2018 school years, Central Middle School earned 7 out of 7 academic distinctions in the following areas: reading, social studies, math, science, top 25% student progress, top 25% closing performance gaps and post secondary readiness.
- In 2018-19 school year, Central Middle School earned 5 out of 7 academic distinctions in the following areas: reading, science, math, social studies and postsecondary readiness.
- In the 2021-2022 school year Central Middle School earned 5 out of 7 academic distinctions in the following areas: Academic Achievement in Mathematics, Academic Achievement in Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.
- 2022-2023 ratings are not available due to COVID.
- 2023-2024 ratings are unavailable due to TEA being in litigation. According to calculations by WISD Central Office, Central Middle School is predicted to receive an A rating in accountability.

Student Achievement

Student Achievement Summary

Central Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction.

Central Middle School received a score of a 91, Overall A Rating for accountability.

Math STAAR	STAAR 2024 Results
Approaches	79%
Meets	54%
Masters	27%

RLA STAAR	STAAR 2024 Results
Approaches	79%
Meets	67%
Masters	27%

Science STAAR	STAAR 2024 Results
Approaches	71%

Science STAAR	STAAR 2024 Results
Meets	44%
Masters	20%

Social Studies STAAR	STAAR 2024 Results
Approaches	61%
Meets	34%
Masters	21%

Student Achievement Strengths

Central Middle School received the Texas Education Agency's overall accountability rating of an A, 91%. Central Middle School is the top middle school in Weslaco ISD.

District Culture and Climate

District Culture and Climate Summary

In the fine arts department, Central Middle School offers band, orchestra, choir, folkloric dance, art and theatre arts classes. Central Middle School students can compete in UIL events based on either academic and athletic programs. Students may participate in advanced academic classes such as Digital Design, Digital Communication, Digital Arts and Animation, English I, and Algebra I 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: soccer, basketball, volleyball, softball, baseball, football, tennis, swimming, and golf.

Central Middle School students are scheduled into four core area and two elective classes. Core classes are 90 minutes in length and elective classes are 45 minutes in length. The core subject area teachers 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 lesson and assessment design, analyze data, examine instructional strategies to improve student performance. Central Middle School teachers use a wide array of technology in the classroom. Our campus is one to one campus, providing every student with a Chromebook to enhance learning. Students are able to bring and utilize their own electronic devices. They are able to access the Internet throughout the building. Classroom teachers are able to determine the use of the student devices in their classrooms. Technology found at Central Middle School include teacher-issued laptops, desktops for classroom, Chrome books for staff and student use. Central Middle School has three Instructional Coaches that provides technology support and technology staff development.

District Culture and Climate Strengths

- 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 implement best practice instructional strategies to increase student engagement.
- Teachers compile data binders to increase student performance.
- Teachers and students have a wide array of technology available.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are highly qualified and meet TEA state requirements.

Staff Quality, Recruitment, and Retention Strengths

Staff is satisfied, low turnover rates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1: TEKS Alignment: Check if lessons plans & lessons match the TEKS standards.

2: Scope and Sequence: Check to ensure they match using TEKS Resources YAG-6 Weeks.

3: Clear Objectives: Make sure each lesson clearly states what students should learn.

4: Aligned Assessments: Confirm tests and quizzes match what TEKS expects students to know.

5: Student Work Samples: Analyze for TEKS mastery.

6: Professional Learning Communities (PLCs): Collaborate on TEKS alignment.

7: Student Understanding: Look at student work to see if they grasp the concepts being taught.

Family and Community Engagement

Family and Community Engagement Summary

School compact policy parent meeting- establishes parents expectations to hold parents involved and accountable at the beginning of the year.

Parent engagement department provides uniforms McKinney Vento act provides homeless students with school supplies, clothes, utility bills, etc School hosts events for parents to participate with their students such as band banquet, etc.

Technology

Technology Summary

Teachers have district-issued laptops, and projectors, and core teachers have Chromebook carts in the classroom. CTE teachers have clear touch screen computers.

We have technology tech days to help teachers with the new programs that will help in the core subjects.

Technology Strengths

We have technology tech days to help teachers with the new programs that will help in the core subjects.

Demographics

Demographics Summary

Central Middle School is located in Weslaco, Texas. Central Middle School serves 6th-8th grade level students; the breakdown by grade level is as follows:

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Central Middle School serves the following special populations:

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139 students (13%) are Special Education

114 students (11%) are Gifted and Talented

10 students are Migrants

According to the latest TAPR report, Central Middle School has 80 staff members, 90 professional staff members, 60 teachers, and 9 professional aides. 50% of the teachers have more than 10 years experience and the average year.

Demographics Strengths

- In 2016-17 and in 2017-2018 school years, Central Middle School earned 7 out of 7 academic distinctions in the following areas: reading, social studies, math, science, top 25% student progress, top 25% closing performance gaps and post secondary readiness.
- In 2018-19 school year, Central Middle School earned 5 out of 7 academic distinctions in the following areas: reading, science, math, social studies and postsecondary readiness.
- In the 2021-2022 school year Central Middle School earned 5 out of 7 academic distinctions in the following areas:Academic Achievement in Mathematics, Academic Achievement in Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in the special education program in all grade levels are struggling to pass their STAAR assessments at the same rate as general education students.
Root Cause: There is a learning gap between the required knowledge to be successful and their cognitive ability. STAAR Curriculum is not aligned to their learning level.

Student Learning

Student Learning Summary

Central Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction.

Central Middle School received a score of a 91, Overall A Rating for accountability.

Student Learning Strengths

Central Middle School is the top middle school in Weslaco ISD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for more students to pass their STAAR exams and demonstrate academic growth in the area in which they failed. **Root Cause:** HB1416 mandates students receive 15/30 hours of accelerated instruction in the subject area in which they failed.

Problem Statement 2: Students in the special education program in all grade levels are struggling to pass their STAAR assessments at the same rate as general education students. **Root Cause:** There is a learning gap between the required knowledge to be successful and their cognitive ability. STAAR Curriculum is not aligned to their learning level.

School Processes & Programs

School Processes & Programs Summary

In the fine arts department, Central Middle School offers band, orchestra, choir, folkloric dance, art and theatre arts classes. Central Middle School students can compete in UIL events based on either academic and athletic programs. Students may participate in advanced academic classes such as Digital Design, Digital Communication, Digital Arts and Animation, English I, and Algebra I 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: soccer, basketball, volleyball, softball, baseball, football, tennis, swimming, and golf.

Central Middle School students are scheduled into four core area and two elective classes. Core classes are 90 minutes in length and elective classes are 45 minutes in length. The core subject area teachers 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 lesson and assessment design, analyze data, examine instructional strategies to improve student performance. Central Middle School teachers use a wide array of technology in the classroom. Our campus is one to one campus, providing every student with a Chromebook to enhance learning. Students are able to bring and utilize their own electronic devices. They are able to access the Internet throughout the building. Classroom teachers are able to determine the use of the student devices in their classrooms. Technology found at Central Middle School include teacher-issued laptops, desktops for classroom, Chrome books for staff and student use. Central Middle School has three Instructional Coaches that provides technology support and technology staff development.

School Processes & Programs Strengths

- 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 implement best practice instructional strategies to increase student engagement.
- Teachers compile data binders to increase student performance.
- Teachers and students have a wide array of technology available.
- Chromebooks are provided to each student to take home and bring to school for the year which 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 (Prioritized): We need to provide additional incentives for students who follow the student code of conduct accordingly in order to reduce student discipline

referrals. **Root Cause:** Students do not understand the consequences that follow negative choices.

Perceptions

Perceptions Summary

Central Middle School teachers and staff are treated to a monthly social which promotes a positive culture and climate. The teachers receive goodies and treats for a week during Teacher Appreciation Week. In addition, Central Middle School spotlights counselors, social worker, nurses, librarian and instructional coaches during their respective day/week or month.

Central Middle School students have the opportunity to being selected as a "student of the month" within their team. Benchmark celebrations are held to recognize students who earn the meets or masters designation on their benchmark exams. The students that earn Latin Honors criteria partcipate in the end of the year awards assembly. In addition, students can participate in Author's wall and Wednesday Writing, which if selected, publishes the students' writing by displaying it on a bulletin board. All of these celebrations and/or awards promote a positive culture and climate at school.

An end of year sports assembly, to recognize athletes and their accomplishments. The campus librarian highlights both staff and student for participation in various spirit and themed events. Pizza parties are also provided for classrooms that had the most participation in various events held throughout the year. Families who donate uniforms to those in need on campus are also rewarded.

Perceptions Strengths

- Teacher of the Month/Employee of the Month
- Teacher Appreciation Week Goodies and Treats
- Student of the Month
- Latin Honors Recognition
- End of the Year Awards Assembly
- Author's Wall
- #Wednesday Writing
- Sports Awards Assembly

Priority Problem Statements

Problem Statement 1: There is a need for more students to pass their STAAR exams and demonstrate academic growth in the area in which they failed.
Root Cause 1: HB1416 mandates students receive 15/30 hours of accelerated instruction in the subject area in which they failed.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to provide additional incentives for students who follow the student code of conduct accordingly in order to reduce student discipline referrals.
Root Cause 2: Students do not understand the consequences that follow negative choices.
Problem Statement 2 Areas: School Processes & Programs

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

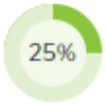
- Organizational structure data
- Budgets/entitlements and expenditures data

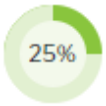
Goals

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

Performance Objective 1: By Spring 2025, the number of students who score at the approaches grade level on the Social Studies STAAR Assessment will increase from 61% to 65%. Students who score at the Meets Grade Level on the STAAR Assessment will increase from 34% to 40%. Students who score at the Masters Grade Level will increase from 21% to 25%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: STRATEGY 1 - CURRICULUM: Ensure the success of ELs, SPEDs, and General Population by: A) Reinforcing/spiraling social studies skills by using a variety of resources such as, but not limited to: ---Google Classroom, ---Saavas Realize, ---Jarret's Mastering the TEKS ---Lowman Essentials ---Sirius STAAR Prep ---EdPuzzle ---Wizer.me ---Kahoot/Quizalize/Quizizz/etc... ---Quizlet ---No Red Ink **Strategy's Expected Result/Impact:** Improved performance for all populations on NWEA tests, benchmarks and on the STAAR. **Staff Responsible for Monitoring:** -Social Studies Teachers -District Social Studies Strategist -Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: STRATEGY 2: TECHNOLOGY Ensure the success of ELs, SPEDs, and general population by: A) Using the Chromebooks to enhance learning in the classroom. B) Implementing high interest games/activities, to differentiate and emphasize key concepts that ensure students have the opportunity to master what is being taught/learned in the classroom (example, but not limited to: Peardeck, Quizizz, Kahoot, edpuzzle, Blooket, Decktoys, etc. C) Use STRIVE to access student data and track student data to drive the curriculum. D) Using TEKS Resource to help us create Graphic Organizers that focus on concepts to be covered. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** -Social Studies Teachers -Strategist -Social Studies CIFs -Campus Administration **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: STRATEGY 3 - INTERVENTIONS: Ensure the success of ELs, SPEDs, and general population by: A) Incorporating teaching and learning strategies to enhance the understanding of social studies concepts and literacy through: ---Word Walls/Digital Word Banks ---Anchor Charts ---Document Based Questions (DBQ) which require students to work with primary & secondary documents and use higher-level thinking skills to use this information to defend a thesis. ---Writing in the classroom (No Red Ink) ---PowerPoint Lessons & Guided Notes ---Webquests ---Integrate Reading Passages ---Interactive Notebooks ---Historical Fiction Read Alouds ---Engaging Historical Videos B) Integrating extended day to provide remediation of Social Studies knowledge. C) Offering a Saturday School STAAR Power Camp to reinforce the TEKS. D) Reiterating the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). E) Regularly monitor STRIVE data to see where growth is being made and where it is we need to focus on to fill-in the gaps. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 164 - State Comp. Ed. [SCE] - $1,331				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STRATEGY 4: STAFF DEVELOPMENT A) Participate in staff developments and implement what is learned to keep abreast with the latest strategies, techniques, resources, and technology available in social studies, including (but not limited to): -- Any/all social studies training (in-district & out of district) related to our current STAAR/TEKS content -- Region One Training -- Pre-AP and GT Training -- Technology -- ESL trainings -- Inclusion in the classroom **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and on the STAAR. **Staff Responsible for Monitoring:** -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: STRATEGY 5: MATERIALS Materials: Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, instructional packets to address live and remote learning, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. **Strategy's Expected Result/Impact:** Improved performance for all populations on assessments, CBA's benchmark and STAAR. **Staff Responsible for Monitoring:** -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	30%	35%		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By Spring 2025, the number of students who score at the Approaches Grade Level on the Science STAAR Assessment will increase from 71% to 80%. Students who score at the Meets Grade Level on the STAAR Assessment will increase from 44% to 50%. Students who score at the Masters Grade Level on the Science STAAR Assessment will increase from 20% to 25%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1 - Curriculum: a) Implement science materials for instructional purposes to aid students in the retention of necessary content and to help improve the overall success of our SPED, Emergent Bilingual students, and all other populations of students. -TEKS Resource System -McGraw Hill Texas Science -Quizziz -EdPuzzle -EduSmart -Screencastify -Wizer.me -#Writing -No red ink -YouTube -Sirius -Google Classroom -Kahoot -Blooket -Legends of Learning -Newsela -Learn360 -MackinVIA b) Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools. -Microscopes -Lab Aids -Labs/Demonstrations c) Integrate leadership skills through competitions and initiatives such as science fair club and UIL Science competiion. -Science Fair **Strategy's Expected Result/Impact:** Improved performance for all populations on Unit assessments, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science Department, CIF, Campus Administration, District Science Strategist, GT teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2 - Technology: a) Include technology in lessons to enhance student mastery of objectives and correct misconceptions, and to help in the overall success of our SPED, Emergent Bilingual students, and all other populations of students. -Chromebooks -Google classroom -McGraw Hill Texas Science -Kahoot.it -blooket.com -Edpuzzle -EduSmart -Interactive Digital Notebooks -Google Platforms -quizziz -Screencastify -Legends of learning -NoRedink **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3 - Interventions: a) Provide opportunities to strengthen and reinforce content by providing differentiated instructional methods to ensure student growth and success for all students including our SPED, Emergent Bilingual population, and all other populations of students. -Small groups -Extended day after school program -STAAR elective classes to assist students who fall under HB1416 -after school tutoring -science camps -Spiraling strategies -Data binder conferencing w/ students -Reteaching concepts -Class projects -Labs for hands on experience -Student presentations -#Writing through NoRedink -Whole group reading -CLOZE reading -CLOZE writing -NWEA Map Assessments at the BOY, and EOY for data collection purposes -Science Bench Marks -SIOP Strategies b)Promote the SEL learning initiatives to increase student goal planning, focus, and leadership skills. -Social Emotional Learning as needed. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR **Staff Responsible for Monitoring:** Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 164 - State Comp. Ed. [SCE] - $8,669				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4 - Staff Development: Attend professional development programs to broaden teacher knowledge, and improve skills to engage our SPED, Emergent Bilingual students, and all other populations. Including but not limited to: -Region One trainings -District and Campus PLCs -Department Planning/Meetings/Trainings -Grade Level Meetings -Self/ Independent Study through approved online programs **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science Department, CIF, Campus Administration, District Science Strategist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	40%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5 - Materials: Teachers Will: a) Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumable workbooks, Science labs, digital notebooks, reading materials, electronic devices, furniture, student/instructional incentives, create instructional packets and use general supplies to enhance synchronous and asynchronous instruction, implementing learning strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment for all students including our SPED, Emergent Bilingual population, and all other population of students. **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science Department, CIF, Campus Administration, District Science Strategist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	65%		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By Spring 2025, the number of students who score at the Approaches Grade Level on the Math STAAR Assessment will increase from 79% to 82%. Students who scored at the Meets Grade Level on the Math STAAR Assessment will increase from 54% to 57%, and students who scored at the Masters Grade Level on the Math STAAR Assessment will increase from 27% to 30%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Strategy 1 - Curriculum:
a) TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.
b) Teaching and learning strategies
-TRS
-PLC meetings
- Spiral activities
-silent conversations
-Word walls
-HOTS Questions
-Wed writing

Strategy's Expected Result/Impact: Increased performance of students on assessments
*Curriculum Based Assessments
*District Benchmarks
*STAAR

Staff Responsible for Monitoring:

Math Strategist
Math CIFs
Campus
Administration

Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2 -Technology: Integrate technology to promote blended learning *Aleks *TRS *Google Classroom *Sirius *Kurzweil *Imagine math *Maneuvering the Middle *wizerme **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF, Math staff, teachers & admin. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3 - Interventions: a)Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary for EL and SPED learners through: -#WritingWednesday -Bilingual Word Wall -Math Glossary b) Use instructional materials, chrome books, computer programs and other strategies to implement during tutoring. c) Utilize rotations d) Pull Out Groups e) Math camps f) College tutor **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF, Math staff, Math Inclusion teachers & admin. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4 - Staff Development: *RGVCTM *CAMT *Region I *State Assessment Conference *Within district training *STAAR related training *Out of district training *PLC **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF, Math staff, Math Inclusion teachers & admin. **Title I:** 2.4, 2.5, 2.6	50%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 5) Strategy 5 - Mathematics Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, online programs, furniture, student/instructional incentives, create instructional packets and use general supplies to enhance synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area. **Strategy's Expected Result/Impact:** Improved performance for all populations on assessments, CBA's benchmark and STAAR. **Staff Responsible for Monitoring:** Mathematics Teachers Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By Spring 2025, the number of students who score at the approaches grade level on the Reading STAAR assessment will increase from 79% to 85%. Students who scored at the Meets Grade Level on the Reading STAAR Assessment will increase from 67% to 70%, and students who scored at the Masters Grade Level on the Reading STAAR Assessment will increase from 27% to 30%.

Evaluation Data Sources: STAAR TEST

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1- Curriculum: - TEKS Resource System - StudySync (McGraw Hill) - Spring Board - Sirius -No Red Ink -EdPuzzle -Quizizz -Google Classroom -Flocabulary -Wizer Me -Quill -Whooo's Reading -Lowman Education -Write Time (TCM) **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark and STAAR **Staff Responsible for Monitoring:** ELAR Strategist ELAR Assistant Principal Campus Administration Literacy ITC Teacher **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2- Technology: Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment in RLA classes. -Google Classroom -Google Slides -Istation -Sirius -Newsela -Readworks -Common Lit -EdPuzzle - Flipgrid -TeachersPayTeachers -NoRedInk -Kahoot -Quizizz -Kami - Quill -Wizer Me -iReady -Summit K-12 -Canva **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark ans STAAR **Staff Responsible for Monitoring:** -CIF -Literacy ITC -Administration -ELA Inclusion Teacher -Teacher **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3- Interventions: The RLA teachers will provide differentiated instructional methods and opportunities to ensure student growth and success. -H.O.T.S. Questioning -interactive word walls -Interactive Workbooks -Quick Writes -#Wednesday Writing -Silent Conversations -Author's Wall -Bellringers -SSR/DEAR Time -Vocabulary Walls/Activities -Rotations - RLA camps - Saturday School -Extended Day -Grading Sessions -Co-teaching - Writing Portfolios -Digital/ Online Tutoring -Digital Graphic Organizers -Spiraling **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark ans STAAR **Staff Responsible for Monitoring:** ELAR CIF Teachers Administration **Title I:** 2.4, 2.5, 2.6	45%	45%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4 Staff Development ELAR teachers will attend staff development that allows/assist teachers in the areas of reading and writing strategies to keep abreast on the latest strategies, techniques, resources, and technology available for subject area. -- Any/all RLA (in-district & out of district) related to our current STAAR/TEKS content -- Region One Training -- Pre-AP and GT Training -- Technology -- ESL trainings -- Inclusion in the classroom --Department Meetings --Grade Level Meetings --TEKS Resource System -Lowman Training -Lead4ward trainings -Writing conferences **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark ans STAAR **Staff Responsible for Monitoring:** Administration Teachers CIF ELAR Strategist **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: RLA Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, create instructional packets, and use general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. **Strategy's Expected Result/Impact:** Improved performance for all populations and assessments, CBAs benchmark ans STAAR **Staff Responsible for Monitoring:** ELAR Teachers Administration ELAR CIFs **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	30%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

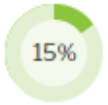
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 5: By 2024-2025, 100% of the students will be provided social emotional learning, counseling, and support in academic achievement.

Evaluation Data Sources: Panormama survey, major clarity, and Ripple Effects counseling feedback, student academic achievement, attendance and office referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Ripple Effects, District SEL Lessons, Panorama, Major Clarity, and classroom lessons. Present lessons to students regarding SEL, grades, tutoring, attendance, bullying, drugs, and test taking strategies. Monitor students who are not performing well academically. Individual conferencing regarding grades. Consult with administration to identify and resolve student issues, needs, and problems that directly impact academic and SEL success. Provide counseling to students who are tardy/absent and who have disciplinary problems. Help students create short term and long term goals for academic and social emotional growth. **Strategy's Expected Result/Impact:** Students will show growth in Social Emotional resiliency. Students will have guidance and will acquire skills necessary to be academically successful. There will be a decrease in absences and discipline referrals. **Staff Responsible for Monitoring:** Counselors/Social Worker **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training and support for digital learning and focus on digital safety, digital citizenship and cyber bullying. Provide conferences and support for students in need of SEL support. Students will be given the opportunity to participate in anti cyber bullying month through various activities throughout the school. Analyze data from schoolwide panaroma survey that includes data from students and staff. **Strategy's Expected Result/Impact:** Students will decrease cyber bullying, increase positive learner behaviors to ensure resiliency for a better future. Establish and maintain a strong, positive relationship for all students. **Staff Responsible for Monitoring:** Counselors/Social Worker **Title I:** 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselors will provide professional development in order to promote awareness and up to date information on emergent bilingual students, 504 students, and students experiencing difficulty due to SEL issues. Various trainings, staff development, and as needed conferences. Monthly review of EB students who fail one or more core classes. Advocate for students at 504, ARD, and LPAC meetings to ensure individual needs are being met. **Strategy's Expected Result/Impact:** Provide the knowledge to assist students with their educational and SEL goals. Increase learner awareness of SEL resiliency and coping skills. **Staff Responsible for Monitoring:** Counselors/Social Worker/Administration **Title I:** 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for learners to experience and be provided with information regarding post secondary pathways and education. Students will be provided guidance in planning for HS, ECHS, and post secondary goals. Consult with administration and staff to schedule and present school counseling curriculum lessons based on needs identified through panorama and major clarity which include career readiness, post secondary education and social emotional awareness. **Strategy's Expected Result/Impact:** Students will be provided the opportunity to attend field trips, speakers, and have awareness of the selection of different pathways at the HS level. Students will have guidance in academics and social emotional awareness. **Staff Responsible for Monitoring:** Counselors/Social worker **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	10%	15%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Materials - perishable, and non-perishable items - audio and visual aids, -consumables workbooks, -reading materials - Stress relief toys/fidget toys - organizational planners - student/instructional incentives -and use any health and safety supplies to ensure a safe instructional environment **Strategy's Expected Result/Impact:** Students will be equipped with the knowledge needed to have a successful academic year and have the tools needed to be successful in a non classroom setting. **Staff Responsible for Monitoring:** Counselors/Social workers **Title I:** 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	20%	15%		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: By Spring 2025, the percentage of emergent bilingual students that will receive an advanced high rating on TELPAS will increase from 59%-60%.

High Priority

Evaluation Data Sources: TELPAS Data

Next Year's Recommendation: Continue implementing the strategies found below to facilitate the learning of our emergent bilingual students and ensure their success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum To ensure the success of emergent bilingual students on STAAR and TELPAS by using the following accross the content areas: -Rosetta Stone -Summit K-12 -Ensure the curriculum includes daily opportunities for emergent bilingual students listen, speak, read, and write daily to build their understanding and language ability. - TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. -word walls, personal dictionaries (online or print) -#Writing Wednesday -Flipgrid -NewsELA -No Red Ink -Spriral activities to ensure understanding -PLCs -HOTS questions -Edpuzzle -(not so) silent conversations -Youtube **Strategy's Expected Result/Impact:** RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of emergent bilingual students in all core subjects. **Staff Responsible for Monitoring:** Principal, CIF, RLA/Math/Science/Social Studies Strategists Teachers, Central ELA Bilingual/ESL Director **Title I:** 2.4, 2.5, 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Technology Integrate the application of technology to promote a blended learning environment in all core classes for the emergent bilingual students through various programs: Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment for emergent bilingual students in all core classes. -Google Classroom -Google Suite Platform -EdPuzzle - Flipgrid -Kahoot -Quizizz -Kami -Rosetta Stone -Summit K-12 **Strategy's Expected Result/Impact:** RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal, CIF, RLA, Math, Science, and Social Studies Strategists and Teachers, and Bilingual Director **Title I:** 2.4, 2.5, 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Interventions -Think-Pair-Share -Providing prompts and cues -Building relationships -Providing opportunities to write, edit and recite what is written -H.O.T.S. Questioning -interactive word walls -Interactive notebooks -Quick Writes -#Wednesday Writing -(not so)Silent Conversations -SSR/DEAR Time -Vocabulary Walls/Activities - Saturday School -Extended Day -Grading Sessions -Digital/ Online Tutoring -Digital Graphic Organizers -Spiraling -Reteaching **Strategy's Expected Result/Impact:** RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal, CIF, Reading, Math, Science and Social Studies Teachers and Strategists, RLA Strategist and Bilingual Director **Title I:** 2.4, 2.5, 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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge in how to better assist emergent bilingual students to succeed in STAAR and TELPAS. Including but not limited to: -Bilingual PLC Meetings -Region One - (Differentiating Curriculum) -TEKS Resource System -STAAR related training -Out of district training -Department Planning/Meetings/Trainings -Grade Level Meetings - ESL/ELL trainings **Strategy's Expected Result/Impact:** RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal, CIF, Reading, Social Studies, Science, and Math Teachers, RLA Strategist and Bilingual Director **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 165 - State Bilingual/ESL - $763, - 211 - Title I, Part A, - 163 - State Special Education				

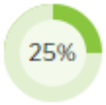
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials	Formative			Summative
	Nov	Jan	Mar	June
- perishable, and non-perishable items - audio and visual aids, -consumables workbooks, -reading materials - electronic devices - digital platforms -furniture - student/instructional incentives - use general supplies to enhance instruction both synchronous and asynchronous instruction -and use any health and safety supplies to ensure a safe instructional environment **Strategy's Expected Result/Impact:** RLA/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal, CIF, ELAR Teachers, RLA Strategist, Bilingual Director, Science, Math and Social Studies Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, 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	20%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 7: By Spring 2025, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1 - Curriculum: READING/WRITING 1.(a) Teachers will use vocabulary building activities and strategies to impact student's reading and writing activities. (b) Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. (c) Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self-correct writing samples. To assure success, the following will be incorporated: Google Classroom Istation (ISIP) - 7th grade only Edpuzzle Kahoot #Writing Wednesday "R.A.C.E" Strategy McGraw Hill (Online Textbook) Language Live No Red Ink Quill - 8th grade only Reading Comprehension Strategies (annotating, context clues, questioning) Word Wall MATH 1.(a) Teachers will use probing questions to clarify and extend math vocabulary. (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting. (c) Teachers will increase student listening skill comprehension to adjust math instruction. To assure success, the following will be incorporated: Google Classroom Google Forms/Slides Edpuzzle Kahoot Exit Tickets Polling Khan Academy Youtube videos				

#Writing Wednesday
Imagine Math
Word Wall

SCIENCE
1.(a) Teachers will use probing questions to clarify and extend science vocabulary.
(b) Teachers will promote student to interpret maps, graphs, and charts to address individual needs.
(c) Teachers will promote student understanding of cycles and systems.
To assure success, the following will be incorporated:
Google Classroom
Google Slides
Scientific Method
Task Cards
TEKS Resource System (Vocabulary)
Edpuzzle
Wiserme
McGraw Hill (Workbooks and Textbooks)
Flipgrid
Youtube videos
#Writing Wednesday
Word Wall

SOCIAL STUDIES
1.(a) Teachers will use probing questions to clarify and extend social studies vocabulary.
(b) Teachers will promote critical thinking skills for students' understanding of chronological order of historical events.
(c) Teachers will promote reading and writing skills to increase students' connections to culture and government
To assure success, the following will be incorporated:
Google Classroom
Edpuzzle
Flipgrid
Youtube videos
CNN Student News
DBQ (Data Based Questions)
Timelines (putting events in order)
Flocabulary
TEKS Resource System
Word Walls
#Writing Wednesday
No Red Ink (Cross Curriculum)

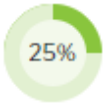
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, district benchmarks, and STAAR assessments in state- mandated grade-level subjects

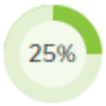
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration

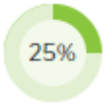
Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Funding Sources: - 164 - State Comp. Ed. [SCE] - $26,447

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Technology - Teachers will promote the use of the following resources to increase student knowledge and class participation in all core subject areas (ELAR, Math, Science, Social Studies) Library resources Chromebooks Google Classroom Eduphoria TEKS Resource System Aware Online Testing Istation Imagine Math Edpuzzle Newsela Texas Go Math Google Docs/Slides Kahoot Quizizz Flipgrid McGraw Hill Youtube videos **Strategy's Expected Result/Impact:** Increased performance for Special Education populations in teacher-made assessments, district benchmarks, and STAAR assessments in state- mandated grade-level subjects **Staff Responsible for Monitoring:** Special Education Teachers, Support Staff, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/ accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate weekly with general education teachers in planning and monitoring student progress. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services (co-teaching, small group assistance, learning camps, break-out rooms) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. To assure success, the following interventions will be utilized: Google Classroom Google apps/extensions Aware Online Testing Imagine Math Istation Reading A-Z Immersive Reader Language Live Tutorials Mnemonic Devices **Strategy's Expected Result/Impact:** Increased performance for Special Education populations in teacher assessments, district benchmarks, and STAAR assessments in state- mandated grade level subjects **Staff Responsible for Monitoring:** Special Education Teacher, Support Staff, General Education Teachers, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development - 1.(a) Teachers will participate in the following staff development to ensure professionals continue highly qualified status and to keep abreast on latest strategies, techniques, resources, and technology available for each subject area: Immersive Reader Language Live Istation Writing Academy LTRS Region 1 District PLC meetings Campus department meetings Grade level/core subject meetings SEL activities **Strategy's Expected Result/Impact:** Increased performance for Special Education populations in teacher assessments, district benchmarks, and STAAR assessments in state-mandated grade level subjects **Staff Responsible for Monitoring:** Special Education Teachers, Support Staff, General Education Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Materials - To ensure student success, the following materials will be utilized in each core subject area: Electronic devices Audio/visual aids (E-Reader Pens) Consumable workbooks Reading materials Student instructional incentives Perishable and non-perishable items Manipulatives Furniture General supplies to enhance synchronous/asynchronous instruction Instructional packets to enhance synchronous and asynchronous instruction Accessibility tools **Strategy's Expected Result/Impact:** Increased performance for Special Education populations in teacher-made assessments,, district benchmarks, and STAAR assessments in state- mandated grade level subjects **Staff Responsible for Monitoring:** Special Education Teacher and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 8: By Spring 2025, the percentage of Advance Academics students who score at the Masters Level on the Algebra One E.O.C. will increase from 98% to 100% and 100% at the Approaches and Meets Level.
By Spring 2025, the number of Advance Academics students who score at the Master's Level on the English One E.O.C. will increase from 25% to 50% and 100% at the Approaches and Meets Level.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Curriculum- Implement the TEKS Resource System including the alignment of the curriculum, instruction, and assessment, Year at a Glance, APEX, College Board, Sirius STAAR practice b) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: - Spiral activities -Word walls -HOTS Questions -Use journals -Exit Cards -Writing Wed **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF's, Strategists, teachers **Title I:** 2.4, 2.5, 2.6	50%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Technology-Use technology to help students gain a better understanding of the topics covered, gain immediate feedback. Online programs like Imagine Math, Springboard and Aleks. **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF's,CTC, advanced academic teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Interventions- Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) #WritingWednesday b) Quick writes c) Building vocabulary activities d) Bilingual Word Wall Tutoring period will be offered for students in need. Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills. **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF,extended day coordinator,advanced academic teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff Development-enhance content knowledge and effectively implement research-based instructional strategies. *Teks Resource System-participating teachers *RGVCTM *CAMT *Region I *co-teachers *PLC *Department Meetings *Attend monthly Pre-AP Advanced Academics meetings **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF,Strategists, advanced academic teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Advanced Academic Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, purchase of online programs, furniture, student/instructional incentives, create instructional packets to enhance synchronous and asynchronous instruction, and use general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR **Staff Responsible for Monitoring:** CIF, advanced academic teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: By Spring 2025, 70% of Migrant students will score approaches grade level on the STAAR tests in all testing subjects.

Evaluation Data Sources: Spring STAAR data

Migrant list
PFS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Administration Counselors Social Worker Staff Librarian **Title I:** 2.4, 2.5, 2.6	15%	30%		

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 10: By Spring of 2025, 60% of enrolled students will be enrolled in a fine arts class or participate in a fine arts extracurricular activity.

Evaluation Data Sources: Fine Arts Census

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum - BAND/ORCHESTRA/CHOIR/MARIACHI: a) Students will learn a variety of skills applicable in the Band/Orchestra/Choir/Mariachi field while incorporating all content areas: language arts, math, science, reading, and social studies. b) The student will learn to perform tetrachords, scales, arpeggios, vibrato, double tongue, patterns, strums, and excerpts through self-evaluation and peer-evaluation. c) Students will be able to apply content are skills in Band/Orchestra/Choir/Mariachi classes: . Write persuasive scripts . Use Language arts terminology . Research music written in different historical eras. . Select a given style with a given artist and will compare and contrast verbal and written composition . Create and present a story written to depict the moods/characters of the music and create a story to the soundtracks. . Ethical discussions relating to scientific topics in various plays THEATER ARTS a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: language arts, math, science, reading, and social studies. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes: . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist and will compare and contrast verbal and written composition . Create a stage diagram to scale using mathematical strategies . Design costumes with the appropriate time periods in mind . Ethical discussions relating to scientific topics in various plays d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building. e) Develop ideas from envision ART: a) Students will learn a variety of techniques used to create art while incorporation important subjects areas such as math, science, writing and reading b) The student will develop and organize ideas from the environment c) The students will demonstrate an understanding of art history and culture as records of human achievement				

d) The student makes informed judgments about personal artworks and the art work of others
e) The students will compare and contrast the use of art elements using vocabulary accurately
f) Students will display their work on web page using scanners, drawing pads, bamboo pad, printers, cameras and other available technology
g) Students will develop visual associations that aid in problem solving in their art work

Strategy's Expected Result/Impact: Higher representation with All-Region members, superior ratings at UIL C&SR Evaluations, and high quality community performances.

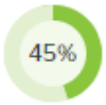
Staff Responsible for Monitoring: Fine Arts Department and Adminstration

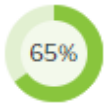
Title I:
2.5, 2.6, 4.1, 4.2
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: - 211 - Title I, Part A, - 165 - State Bilingual/ESL, - 163 - State Special Education, - 161 - State Gifted and Talented (G/T)

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: Strategy 2: Technology -
a) To incorporate technology in lessons: Smart Music, Tonal Energy, Tuners, ForScore, photo shop, adobe spark
b) Web page, scanners, Tuners, chrome books





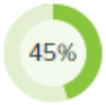
Strategy's Expected Result/Impact: Higher individual accountability with regards to tuning, music notation, color palate variety, and performance quality.

Staff Responsible for Monitoring: Fine Arts Teachers

Title I:
2.5, 2.6, 4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: - 211 - Title I, Part A, - 165 - State Bilingual/ESL, - 163 - State Special Education, - 161 - State Gifted and Talented (G/T)

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Interventions - a) method books, general supplies, technology devices, instruments, private lesson teachers, **Strategy's Expected Result/Impact:** Improve performance for all populations on assessments, Solo & Ensemble, Festivals, All-Region, UIL S&SR **Staff Responsible for Monitoring:** Fine Arts Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development - Staff development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, techniques, resources, and technology available for the subject areas. Staff will attend TMEA/TBA or any other content specific **Strategy's Expected Result/Impact:** Professional development for staff **Staff Responsible for Monitoring:** Fine Art Teachers **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A, - 165 - State Bilingual/ESL, - 163 - State Special Education, - 161 - State Gifted and Talented (G/T)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Material - Manipulatives, perishable, and non-perishable items, audio and visual aids, method workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction and to help implement the strategies, objectives, and initiatives for the subject area. **Strategy's Expected Result/Impact:** Students will be provided with the necessary materials to ensure their success **Staff Responsible for Monitoring:** Fine Arts and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 11: By Spring 2025, emergent bilingual and special education students who score at the approaches grade level on the STAAR Reading will increase their interest in literacy by 70%.

High Priority

Evaluation Data Sources: End of year Circulation Report and Library Report, NWEA reading and language reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum - a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program to assist At-Risk students.. b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Day, Ban Book Week, Teen Read Week, and National Library Week. c) Train/demonstrate to staff the importance of library resources in our district by collecting data and following the library standards. d) Teach students and staff to comply with current school board policies, legislation, and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school. f.) provide after school events to promote reading such as book club meetings, reading sessions, and the battle of the books. g.) provide guidance with an understanding of multiple genres and diverse literary texts. **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Librarian District Librarian Staff Administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 164 - State Comp. Ed. [SCE] - $34,684				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Technology - a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to community using web & paper resources **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Librarian District Librarian Staff Administration **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Interventions - a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed. c) Inquiry and research activities to increase student understanding of the BIG 6 and to understand the difference between primary and seconday sources. **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Librarian District Librarian Staff Administration **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development - a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices. **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal District Librarian Librarian **Title I:** 2.4, 2.5, 2.6	70%	70%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. **Strategy's Expected Result/Impact:** Increase independent reading levels and comprehension of all students in all core subjects. **Staff Responsible for Monitoring:** Principal District Librarian Librarian **Title I:** 2.4, 2.5, 2.6	65%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 12: By Spring 2025, 100% of students will perform physical skills and fitness through various physical fitness activities Monday through Friday, and Fitness gram testing twice a year, once in the fall and once in the spring.

Evaluation Data Sources: Formal and Informal assessments such as skill testing and quizzes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum - A. Physical fitness activities -Circuit training -Weight training(body weight) -Agility activities - Mobility stretches B. Life Long Activities -Weight training - Walking/jogging - Home workouts **Strategy's Expected Result/Impact:** Students will be able to be proficient in formal and informal assessments. **Staff Responsible for Monitoring:** PE Coaches Administration **Title I:** 2.4, 2.5, 2.6	5%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Staff development - Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the physical education teachers through various platforms, for example Zoom, and Google Meets, Athletics 360, Google forms....etc. **Strategy's Expected Result/Impact:** Improved performance on formal and informal assessments. **Staff Responsible for Monitoring:** PE Coaches Administration **Title I:** 2.4, 2.5, 2.6	5%	5%		

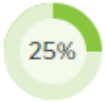
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3 - PE Materials Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, digital platforms, furniture, student/instructional incentives, and general supplies to enhance and help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment (Masks, sanitizers, gloves, wipes, tissue, etc.) **Strategy's Expected Result/Impact:** Improved performance on formal and informal assessments. **Staff Responsible for Monitoring:** PE Coaches Administration **Title I:** 2.4, 2.5, 2.6	5%	5%		

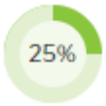
0% No Progress 100% Accomplished Continue/Modify Discontinue

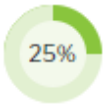
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

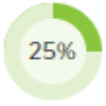
Performance Objective 13: By Spring 2025, 7th and 8th grade students will achieve a 70% passing rate in CTE elective courses.

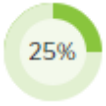
Evaluation Data Sources: District & Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum - a) Teachers will apply the state adopted career and technical education curriculum and any other resource as deemed by the school district. b) Teachers will integrate literacy from all content areas into classroom assignments. c) Differentiate instruction methods and techniques. **Strategy's Expected Result/Impact:** Improve student performance for all populations on classwork and assessments. **Staff Responsible for Monitoring:** Career and Technical Education Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Technology - 1. a) Google Classroom b) ICEV software c) Adobe Animate d) Google Applications e) Pathful Explore f) Adobe Photoshop g) Adobe Illustrator h) codecademy.com i) Imagine Math j) Code.org k) Blender l) Canva m) Everfi n) Stop Motion Studio o) Smore p) Microsoft Office q) CodeCombat r) Adobe Premiere 2. a) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. b) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. c) Implement Technology Applications to improve student technology literacy and skills. **Strategy's Expected Result/Impact:** Improve performance for all populations on assessments. Students will show growth in their performance on benchmarks per six weeks. **Staff Responsible for Monitoring:** Career and Technical Education Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Interventions - a) Teachers will reiterate the importance of writing across the curriculum by integrating #WednesdayWriting (Central M.S. writing initiative). **Strategy's Expected Result/Impact:** Improve student performance for all populations on classwork and assessments. **Staff Responsible for Monitoring:** Career and Technical Education Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development - a) Region One Trainings b) Staff Development c) Conferences **Strategy's Expected Result/Impact:** Teacher Certifications and improvement of students' performance. **Staff Responsible for Monitoring:** Administration, Teachers and Presenters. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 5) Strategy 5: Materials a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, and general supplies to enhance both synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area and any health and safety supplies to ensure a safe instructional environment. **Strategy's Expected Result/Impact:** Improve student performance for all populations on classwork and assessments. **Staff Responsible for Monitoring:** Career and Technical Education Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 14: By Spring 2025, 100% of the students will achieve mastery in the Spanish I course. They will be able to hold a conversation with other Spanish speaking person inside and outside the classroom.

Evaluation Data Sources: OEY Evaluations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum - a) Students will listen to, repeat after, and imitate speech by teacher and other speakers of Spanish. They will hear and emulate native pronunciation and intonation as they increase their listening comprehension and speak with vocabulary appropriate for Spanish 1 b) Students will read textbook, websites, periodicals to gain reading comprehension skills, such as decoding cognates and Latin derivatives. They will discuss by answering oral or written questions. c) Students will learn writing skills including spelling and punctuation in Spanish. They will be able to discern incorrect spelling in printed material. They will increase skill in both use of the computer keyboard, including changing keyboard into Spanish, and in writing by hand. Standard writing skills, such as the use of the writing process, will be transferred to Spanish. A journal will be kept second d) Students will learn about culture of Spanish-speaking people in Mexico and other Spanish-speaking countries and learn of Spanish speakers in this country. They will learn related history, geography, art, and other aspects of culture as they have affected our students and as they affect current events. They will learn of famous people from other countries and eras and will also learn how culture, education, and language can affect career opportunities. **Staff Responsible for Monitoring:** Teachers and Students **Title I:** 2.4, 2.5, 2.6	10%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Technology - a) Manipulative, perishable and non perishable items, audio and visual aids, consumables workbooks, reading materials (ie: newspapers, magazines, books), springboard materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area. **Staff Responsible for Monitoring:** Teacher and Administration **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Intervention - a) Students will use internet, textbooks, and other sources to increase vocabulary and learn communicative skills in different social contexts. They will keep a personal dictionary to add to their vocabulary every day. They will learn whether a word is standard or regional and will learn synonyms in keeping with Spanish 1 **Staff Responsible for Monitoring:** Teachers and Students **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Staff Development - Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4, 2.5, 2.6				

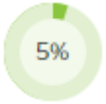
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Spanish Materials - Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 15: By Spring 2025, 100% of technology resources will impact student success in literacy through the development and implementation of a virtual blended learning program that utilizes data, high-quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Sources: Weslaco ISD Surveys
Data from Blended Learning Grant recipients (BOY/EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1 - Curriculum: Support teachers with curriculum to improve student technology literacy and skills. This includes apps and software bought by the state, district and campus. **Strategy's Expected Result/Impact:** Improved performance for all populations on assessments, CBA's benchmark, and STAAR **Staff Responsible for Monitoring:** Teachers Instructional Coach Admin District Personnel **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $195,162, - 164 - State Comp. Ed. [SCE] - $76,420				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2 - Technology: a) In an effort to enhance instruction and success of all students, we will need technology items including software, hardware, furniture and incentives. **Strategy's Expected Result/Impact:** Student learning will improve. Teacher will use new technology to improve performance in classroom. **Staff Responsible for Monitoring:** Instructional Coach Teachers Admin **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 211 - Title I, Part A - $15,431.50, - 164 - State Comp. Ed. [SCE] - $11,439.05, - 165 - State Bilingual/ESL - $3,970.16	5%	10%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3 - Staff Development: a)Staff: Meet with teachers on a regular basis to ensure that they are integrating technology in their lessons. Sit it on team meetings and plan lessons with teachers that will help students learn and at the same time acquire and use technology skills b)Students: Provide support to students so that the campus technology expectations are met c) IC: Attend staff development to ensure professional growth continues and to provide staff and students with the latest technology items. **Strategy's Expected Result/Impact:** Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development. **Staff Responsible for Monitoring:** Instructional Coach Teachers Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 164 - State Comp. Ed. [SCE] - $123,541, - 211 - Title I, Part A - $93,199	5%	10%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Materials - Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. **Strategy's Expected Result/Impact:** Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development **Staff Responsible for Monitoring:** Instructional Coach Admin District Personnel **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 211 - Title I, Part A - $7,946	5%	10%		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

High Priority

Evaluation Data Sources: Documentation of all safety strategies executed throughout the year such as hold, secure (lock-out), lockdown, evacuate, fire, and shelter drills.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passageways. Bi-monthly drills such as: -secure (lock-out) -lockdown -shelter in place -hold -evacuation drill. **Strategy's Expected Result/Impact:** Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill. **Staff Responsible for Monitoring:** All professional staff All support staff Administration Security Guards **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Safety - All staff members will receive training on how to properly address a crisis. **Strategy's Expected Result/Impact:** Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. **Staff Responsible for Monitoring:** All professional staff All support staff Crisis Team Administration Security Guards **Title I:** 2.5, 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff. **Strategy's Expected Result/Impact:** Proper and swift response to incidents that may need implementation of CPI or CPR. **Staff Responsible for Monitoring:** Administration Campus Athletic Coordinator SPED Department Head **Title I:** 2.5, 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Health - All staff members receive training on proper health and hygiene practices pertaining to COVID-19 **Strategy's Expected Result/Impact:** Prevent and mitigate the spread of COVID-19 for students and staff. **Staff Responsible for Monitoring:** Administration Nurses **Title I:** 2.5, 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Health: Provide an environment that promotes the best practices to prevent and mitigate the spread of COVID-19 for students and staff. -Effectively clean and sanitize all areas on campus -Post health, hygiene, and social distance signs throughout the school -Provide all staff and students the personal protective equipment needed to maintain a safe environment. **Strategy's Expected Result/Impact:** Prevent and mitigate the spread of COVID-19 for students and staff. **Staff Responsible for Monitoring:** Administration Security Custodial Nurses **Title I:** 2.5, 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

High Priority

Evaluation Data Sources: Disseminated and reviewed Teacher & Staff Assignment Duty schedule to all staff, Rapture sign ins, security guard safety inspection, only having the North school gates open during school hours and having a full time SRO on campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety. Paraprofessionals, security guards, instructional coaches, and administrators have lunch and after-school duty. **Strategy's Expected Result/Impact:** Monitor students to ensure their safety and well-being. **Staff Responsible for Monitoring:** All teachers All paraprofessionals Administration **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 2: Secure Campus -All visitors to Central Middle School will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students. **Strategy's Expected Result/Impact:** Monitor all students to ensure their safety and well being. **Staff Responsible for Monitoring:** Receptionist Attendance Clerk Office Staff Members Administration Security Guards **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 3: Secure Campus -Weslaco ISD has installed gates surrounding all access points of entries to Central Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety. Limited access points to building requiring a card reader and ID badge. Camera/door bell system installed at the entrance of our main building. **Strategy's Expected Result/Impact:** Monitor and secure all staff members, students and ensure everyone's safety. **Staff Responsible for Monitoring:** Administration Security Guards All staff members All teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Strategy 4: Secure Campus -Central Middle School's staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises. Remind app is also used to communicate via cell phone during emergencies. The school intercom is also used to announce drills or emergencies. **Strategy's Expected Result/Impact:** Communication by radio, cellphone, and intercom in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Central Middle School students, staff members, and premises. Exterior door sweeps are performed daily. Problems with any doors are reported and fixed within the same day. Night locks installed on all classroom doors to enhance safety. **Strategy's Expected Result/Impact:** To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School. **Staff Responsible for Monitoring:** Administration Security Guards Safety and Security Director **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Strategy 6: Surveillance - Monitor the inside of school buildings and campus grounds by utilizing surveillance cameras to assist with security. **Strategy's Expected Result/Impact:** Minimize potential discipline, safety, and security problems. Surveillance footage provides extra evidence of incidents. **Staff Responsible for Monitoring:** Security Guards Administration **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By Spring 2025, the school's goal is to continue to create a technology-rich school by incorporating technology and technology programs in the classroom. Using Common Sense Media videos and lessons to implement in the classroom to help students make safer and smarter online choices.

Evaluation Data Sources: Surveys and Certificates.
Common Sense Media
Common Sense Certification Class.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Technology-Rich School - Central Middle School will invest and maintain one to one ratio of chrome books for all students in the classrooms. **Strategy's Expected Result/Impact:** Provide all content area teachers Chromebooks to be 1 to 1 in the classroom for the improvement of instruction. **Staff Responsible for Monitoring:** Administration Instructional Technology Coach **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 161 - State Gifted and Talented (G/T) - $921, - 163 - State Special Education - $2,587, - 164 - State Comp. Ed. [SCE] - $18,774, - 165 - State Bilingual/ESL - $12,483, - 211 - Title I, Part A - $10,883				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategy 3: Technology-Rich School - A) All teachers will complete the requirements to become a Common Sense Media Certified School. B)Students will receive instruction on digital citizenship. **Strategy's Expected Result/Impact:** Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. **Staff Responsible for Monitoring:** All Teachers Librarian Instructional Technology Coach Administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strategy 4: Technology-Rich School - A) Computer programs will be implemented such as but not limited to: -Google Apps -I-station -Apex -Imagine Math -StemScopes -Rosetta Stone -Edgenuity Pathblazer -Readworks -Go Math -Brain Pop -EdPuzzle -Wyzer B)Teachers will have multiple opportunities to receive staff development in areas specific to blended learning. **Strategy's Expected Result/Impact:** Students will show growth on their STAAR assessments. **Staff Responsible for Monitoring:** Teachers Instructional Technology Coach Administration **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: Staff was presented on Bloodborne Pathogen to decrease spread of germs and Stop the Bleed to aid in an emergency. This will help decrease stress on what needs to be done in an emergency and in turn makes students feel safe on campus. Provide health and safety information on Nurse Page on the campus website for parents and staff.

High Priority

Evaluation Data Sources: Staff was been given a briefing on the following topics: Stop the Bleed, Bloodborne pathogens, Narcan, Asthma [EpiPen use], Seizures, Diabetes, AED. and the importance that anyone in an emergency can call 911, does not have to be the nurse for the nurse can be the one in need of 911.

Nurse page on Central Middle School website has information in reference to When to keep child home, forms like Asthma Management Plan, Diabetes, Special Diet and some policies, information on meningitis, covid, cold/flu, immunizations, and nurse contact information. The campus nurse follows CDC, TEA, and district guidelines to ensure student and staff safety.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide staff training during department planning on communicable diseases such as the flu/covid and common cold; bloodborne pathogen, stop the bleed, asthma, seizures, diabetes, AED, Narcan Send emails and include in Campus News Letter tips on signs & symptoms of an illness; when to stay home; how to decrease stress... **Strategy's Expected Result/Impact:** decrease the number absences even by 1 **Staff Responsible for Monitoring:** nurses, parents, staff and campus administration	75%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: In an effort to ensure student success, the campus social worker, along with other campus personnel, will strengthen and increase our parent and community engagement in schools by 5% by informing parents, families and the community of Title I Part A requirements by hosting monthly meetings to discuss the following: parent portal, report cards, student reading levels, attendance, campus safety precautions, drugs and substance abuse awareness for parents, mental health, bullying, college and career readiness, financial planning, STAAR tests, Dual Enrollment , TSI testing and resources,.

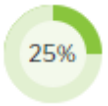
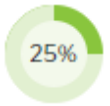
High Priority

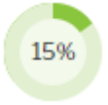
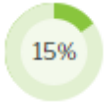
HB3 Goal

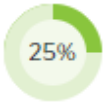
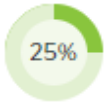
Evaluation Data Sources: Monthly Meetings, Parent sign-in sheets, In person Meeting Parent sign-in sheets, parent surveys & evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collect parent and student surveys, contact logs including /tracking parent participation through virtual zoom tracking. **Strategy's Expected Result/Impact:** Increase parental involvement to strengthen **Staff Responsible for Monitoring:** Social Worker, Parents, Teachers, Students, and Administration. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	15%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus events and meetings such as parent-teacher conference and home visits. Provide MTSS training to enhance student to teacher, teacher to parent, teacher to admin, and school to community relationships. **Strategy's Expected Result/Impact:** Parents are engaged and participate in campus events/activities through zoom/in person meetings. student achievement increases. Students and parents are more motivated to learn thus be more successful in school **Staff Responsible for Monitoring:** Student, Teacher, Parent, Administrator, Instructional Technology Coach **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A	15%	15%	15%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week. Bully prevention, Conduct mental health awareness meetings. Virtually/In person **Strategy's Expected Result/Impact:** Students are aware of the negative affects of drugs and bullying. It will also increase attendance. **Staff Responsible for Monitoring:** Social Worker, Teachers, Administrators **Title I:** 2.5, 2.6, 4.1, 4.2 **- Additional Targeted Support Strategy** **Funding Sources:** - 211 - Title I, Part A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The community will provide resources and partnerships that meet the needs of our Central MS families such as: Meet the Teacher Night, Red Ribbon, Open House Tech Night, Career Fair, Meet the Middle School Events. Virtually/In person meetings. **Strategy's Expected Result/Impact:** Increased collaboration between parents, students, and community members. **Staff Responsible for Monitoring:** Social worker, teachers, administrators, students, and parents. **Title I:** 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** - 211 - Title I, Part A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Invite parents to participate in monthly school meetings & training specifically for parents virtually/in person. **Strategy's Expected Result/Impact:** Create better parent, school relationship, positive school culture **Staff Responsible for Monitoring:** reports, surveys, **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students and parents are given vouchers and supplies (as requested) in order to help students succeed when students are in need. **Strategy's Expected Result/Impact:** Student success in the classroom **Staff Responsible for Monitoring:** social worker, teacher referral of students, and administration referral of students **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: In an effort to ensure student success, the campus social worker, along with other campus personnel, will include supporting documentation for each parent monthly meeting such as: meeting agenda, flyer, meeting notes, sign-in sheet, and a copy of the presentation during the meeting and on the school website. The monthly meetings will be scheduled twice at a flexible time for parents.

High Priority

HB3 Goal

Evaluation Data Sources: Meeting agenda, flyer, meeting notes, sign-in sheet, copy of the presentation uploaded to school website

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

Performance Objective 3: In an effort to provide a positive learning environment for all students, the campus social worker will provide the Parent-Student-Teacher Compact, a document outlining the responsibilities of each stakeholder in a students' education, by disseminating it, explaining it to the students, and sending it home to get signed by the parents. The Parent -Student-Teacher Compact is also available on the school website under the "Parent Info" tab.

High Priority

HB3 Goal

Evaluation Data Sources: Parent-Student-Teacher-Compact (also uploaded to school website)

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

Performance Objective 4:
The social worker, along with other campus personnel, are determined to engage parents, families and communities, virtual or face-to-face, to become active partners in the education and success of their students by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: Parent Contact Logs, phone calls and emails to parents, parent-teacher conferences, monthly parent meetings, school messenger, K-WES and social media (Facebook and Twitter) communication with parents

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High quality, research- based training development and support for all employees.

Performance Objective 1: By Spring 2025, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist all students Meets Grade Level or Masters Grade Level on STAAR assessments.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will attend staff development trainings in the areas as follows: -T-TESS -SLO -Core Content Programs -EB -SPED Accommodations -Technology -State Assessments -PLC -NWEA **Strategy's Expected Result/Impact:** Training's will provide opportunities for students to perform at the Meets or Masters Grade Level. **Staff Responsible for Monitoring:** -District Personnel -Administration -Instructional Technology Coach -Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A, - 161 - State Gifted and Talented (G/T), - 165 - State Bilingual/ESL, - 163 - State Special Education				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By Spring 2025, 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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide resources and implement services and programs with the aim of upgrading our entire educational program. **Strategy's Expected Result/Impact:** Students Meets Grade Level or Masters Grade Level on STAAR assessments. **Staff Responsible for Monitoring:** -Administration -Instructional Technology Coach -Department Heads **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - Title I, Part A, - 161 - State Gifted and Talented (G/T), - 165 - State Bilingual/ESL, - 163 - State Special Education	5%	30%		

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 6: CAEP- Reduce recidivism and ensure students complete coursework to secure complete grades.

Performance Objective 1: Reduce recidivism
Strategy: Provide Counseling, Social Worker to all CAEP students.
Measures: 50% of students will not return to CAEP this school year.

Summative Evaluation: Met Objective

Goal 6: CAEP- Reduce recidivism and ensure students complete coursework to secure complete grades.

Performance Objective 2: Complete coursework to help complete grades
Strategy: CAEP teacher will communicate with home-based teachers on assignments received and the completion of work.
Measures: 70% of assigned work will be completed.

Summative Evaluation: Met Objective

State Compensatory

Budget for Central Middle School

Total SCE Funds: $25,000.00
Total FTEs Funded by SCE: 15
Brief Description of SCE Services and/or Programs

Utilize manipulatives, perishable, and non-perishable items, audio, and visual aids, consumable workbooks, digital notebooks, reading materials, electronic devices, furniture, student/instructional incentives, create instructional packets and use general supplies to enhance synchronous and asynchronous instruction, help implement the strategies, objectives, and initiatives for the subject area to supplement the regular education program for students who are at risk of dropping out of school.

Personnel for Central Middle School

Name	Position	FTE
Adriana Guerra	Teacher Resource SPED	1
Alfredo Longoria	Teacher- CAEP	1
Francisco Saucedo	Counselor Clerk	1
Gennifer Galvan	Teacher Resource SPED	1
Jacqueline Saldana	Teacher SPED Inclusion	1
John David Martinez	Teacher Resource SPED	1
Julie Meza	LVN	1
Maria Strickland	Teacher Mild Unit	1
Marisol Aguilar	Speech Language Pathologist	1
Oscar Lopez	Social Worker	1
Ovidio Garcia	Teacher Self Contained SPED	1
Rey Banda	Teacher Resource SPED	1
Roman Sandoval	SPED Aide Self Contained	1
Sonia Medrano	Instructional Coach	1
Tomas Cantu	Instructional Coach	1

Title I

Title I Personnel

Name	Position	Program	FTE
Alex Bravo	Media Aide	Title I Part A	1
Consuelo Cavazos	Teacher LEP	Title III Part A	1
Gilbert Benavides	Library Aide	Title I Part A	1
Kassandra Carlotta Zapata	Instructional Aide	Title I Part A	1
Leticia Caballero	Parent Specialist	Title I Part A	1
Raquel Jasso	Sp. Ed. Aide	Title I Part A	1
Richard Montano	Instructional Aide	Title I Part A	1

Campus Improvement Committee

Committee Role	Name	Position
Parent Specialist	Letty Caballero	Parent Specialist
Professional	Tomas Cantu	Instructional Coach
Classroom Teacher	Gloria Yanez	Teacher
Non-classroom Professional	Jennifer Acosta	Counselor
Paraprofessional	Dora Martinez	Secretary
Administrator	Christina Rodriguez	Assistant Principal
Classroom Teacher	Arnoldo Olivares	Spanish Teacher
Classroom Teacher	Ramon Castillo	Art Teacher
Classroom Teacher	Amanda Rodriguez	CATE
Non-classroom Professional	Oscar Lopez	Social Worker
Non-classroom Professional	Yesenia Calderon	Nurse
Administrator	Rommel Rodriguez	Assistant Principal
Administrator	Dorothy Serna	Assistant Principal
Classroom Teacher	Monica Martinez	PE
Classroom Teacher	Jennifer Krieger	8th grade reading
Classroom Teacher	Consuelo Cavazos	Read 180
Non-classroom Professional	Velma Zapata	Librarian
Classroom Teacher	Rosalinda Pinkerton	8th Social Studies Teacher
Classroom Teacher	Zeniff Moreno	Science Teacher
Classroom Teacher	Adrian Garcia	8th Math Teacher
Administrator	Enrique Ornelas	Principal

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$1,331.00
1	2	3			$8,669.00
1	7	1			$26,447.00
1	11	1			$34,684.00
1	15	1			$76,420.00
1	15	2			$11,439.05
1	15	3			$123,541.00
2	3	1			$18,774.00
				Sub-Total	$301,305.05
				Budgeted Fund Source Amount	$372,484.00
				+/- Difference	$71,178.95
				Grand Total Budgeted	$372,484.00
				Grand Total Spent	$301,305.05
				+/- Difference	$71,178.95

Addendums

Demographics

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA:

Campus Name: Central Middle School

Meeting Location: Ms Rodriguez Office

Meeting Date: May 3, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Arnoldo Olivares	Teacher	aolivares@uisd.us	
Ramona Rodriguez	Assistant Principal	rorodriguez@uisd.us	
Christina Rock	AP	CRock@uisd.	

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CCNA Probing Questions

Demographics

Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Demographics

Potential Data Types

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Dropouts
- Special Program Participation
- Teacher-Student Ratios

1. What do enrollment numbers indicate?

We are at max capacity on enrollment and the upward trend continues.

2. What is the breakdown of students by ethnicity, gender, or other category?

1066 Students Total
1033 Students are Hispanic 97%
26 Students are White 2%
6 Students are Other Ethnicities 1%

3. How has the enrollment changed over the past three years?

Mobility in the district has reflected that students from other Weslaco ISD campuses request to enroll here as well as from other districts in neighboring cities due to our open enrollment status.

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11. What are the staff demographics?

Staff is representative of the student population background, majority are Hispanic.

12. What are the teacher-student ratios? How do these ratios compare to performance?

30:1

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4. **What is the number of students in each special program? What is the breakdown by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?**

115 SPED Students 11%
550 At Risk Students 52%
119 GT Students 11%
12 Migrant Students 1%
739 Economically Disadvantaged Students 69%

5. **What are the data for special programs over time?**

Remained consistent

6. **What do the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?**

Very few students get removed from Special Programs.

7. **Who are our at-risk students? What is their at-risk category?**

Homeless
Single Parent Homes
Incarcerated Parents
Migrant Students
Retained Students

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7. Who are our at-risk students? What is their at-risk category?

550 At Risk Students 52%

8. Who are our migrant students?

12 Migrant Students 1%

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?

Will gather data.

10. What area of the community do these students come from?

Due to open enrollment our at risk students come from all parts of Weslaco and neighboring cities such as Donna, Elsa, Mercedes, Edinburg.

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Student Achievement

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: Central MS

Meeting Location: Mrs Serna's Office

Meeting Date: May 2, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Cavazos	Teacher	ccavazos@wisd.us	C Cavazos
Dorothy Serna	Asst Principal	dserna@wisd.us	
Christina Rodriguez	AP	crodriguez@wisd.us	

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CCNA Probing Questions

Student Achievement

Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

Student Achievement

Potential Data Types

- Advanced Course/Dual Enrollment Data
- College, Career, and Military Readiness (CCMR)
- College Entrance Exams
- College/University/Dual Credit/ Advanced Placement Enrollment
- Course/Class Assignments
- Course/Class Grades
- Graduation Plan Types
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Results Driven Accountability (RDA)
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Assessment Data
- State and Local Student Assessment Data Tables
- Texas English Language Proficiency Assessment System (TELPAS) Results
- Texas Success Initiative (TSI) Data

1. How are student achievement data disaggregated?

Reports arerun on Eduphoria Aware and DRS
Look at growth history
Share data during department meetings
Lead4ward tool

2. What do the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

Special pops tend to score lower, they need additional assistance.

3. What do the data indicate when disaggregated at various levels of depth?

Certain concepts where students perform low are due to the loss of instruction during covid. Foundational skills lacking.

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4. How do student achievement data compare from one data source to another?

Misalignment in growth between NWEA and STAAR
Expectaions and how it is presented
Some data sources may not be aligned to STAAR
Data skewed if we don't compare apples to apples

5. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Growth- RLA and Math Benchmark scores
Writing overall is doing better because now it is expected across the board on STAAR

6. Which students are making progress? Why?

EB based on last year's TELPAS data
Call in students every 6 weeks to review academic progress

7. What impact are intervention programs having on student achievement? Which students are benefiting and which are not? Why? Why?

TCLAS

8. What do the longitudinal student achievement data indicate?

Dip during COVID, gains faster in RLA and math.

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9. What do the data reflect within and among content areas?

RLA is excelling at a faster rate than other subject areas.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Bilingual students/ TELPAS across the board.

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025 Planning, 2023-2024 Current Year

LEA: Region One ESC

Campus Name: Central Middle School

Meeting Date: May 2, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: Jennifer Acosta- School Culture and Climate

COMMITTEE MEMBER NAME	ROLE
Jennifer Acosta	Chairperson
Anayenzi Araujo	Member
Christina Rodriguez	Member

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CCNA Committee Meeting Participant Sign-In Sheet Template

Culture + Climate

LEA:

Campus Name: Central Middle School

Meeting Location: Ms Rodriguez Office

Meeting Date: May 2, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Anayenzi Araujo	Teacher	aaraujo@wisdus	
Jennifer Acosta	Counselor	jcacosta@wisd.us	
Christina Rodriguez	AP	CRodriguez@wisd.us	

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025 Planning, 2023-2024 Current Year

LEA: Region One ESC

Campus Name: Central Middle School

Meeting Date: May 2, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: Enrique Ornelas, Staff Recruitment and Retention

COMMITTEE MEMBER NAME	ROLE
Enrique Ornelas	Chairperson
Jennifer Krieger	Member
Christina Rodriguez	Member

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Staff Quality

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: Central HS

Meeting Location: Mr. Dorelas office

Meeting Date: May 2, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Jennifer Krueger	Teacher	jkrueger@wisdus	
Enrique Gonzales	Principal	egonzales@wisdus	
Christina Rodriguez	AP		

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CCNA Probing Questions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention refers to the school organization's level of high-quality, highly effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Staff Quality, Recruitment, and Retention

Potential Data Types

- Course/Class Completion, Grades and Other Data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Recruitment and Retention Rates and Other Data
- Special Program Qualifications (Bilingual/ESL, Special Education, etc.)
- Staff Mobility/Stability
- Teacher Certification/ Qualification Data
- Teacher-Student Ratios
- Texas Teacher Evaluation & Support System (T-TESS) and other Staff Effectiveness Data

1. What are the qualifications and certifications of our teachers? Paraprofessionals?

All teachers are highly certified and meet state requirements.

2. What do the general data reflect regarding teacher quality on the campus?

Student data demonstrates our achievement is above average. This is a reflection of high quality staff on our campus.

3. How are follow-up data regarding teacher performance provided to teachers?

We follow district T-TESS guidelines accordingly. Feedback is immediately provided.

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4. How are we recruiting highly qualified and effective staff?

Job Fair
Online Posts
Filter for high quality candidates

5. What is our staff attendance rate? Retention rate? Turnover rate?

Attendance Rate- Good
Retention Rate- Good
Turnover Rate- Low

6. Are teacher placements strategically based on student need and teacher strengths?

Yes

7. What is the impact of our teacher mentor program?

Central office assigned a staff member to mentor new to district teachers.
Department heads are available to assist with guidance to teachers in their department.

8. What ongoing support is provided to staff? (e.g., administrative observation, performance coaching and individualized professional development plan.)

Administration meets with staff by grade levels and departments
Staff development sessions held regularly

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9. What systems are in place to build capacity and support continuous improvement?

SBDM Committee
Monthly faculty meetings
CIP team
Department meetings

10. How are we using data to determine professional development for staff?

Analyze low scoringTEKS on Benchmark to identify student needs
Stay up to date with TEA updates

11. How are collective and individual decisions regarding professional development determined?

Central office, surveys

12. What types of professional development have staff members attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Regular PLC's
Various Region One staff development trainings
Strategists

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA:

Campus Name: Central Middle School- Demographics

Meeting Date: May 7, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: Dorothy Serna

COMMITTEE MEMBER NAME	ROLE
Dorothy Serna	AP, Chairperson
Rosalinda Pinkerton	Teacher, Member
Christina Rodriguez	AP, Member

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C+I

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA:

Campus Name: Central Middle School

Meeting Location: Mrs Sema's office

Meeting Date: 5/6/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Rosalinda Pinkerton	teacher	rpinkerton@wisd.us	
Dorothy Sema	A.P.	dsema@wisd.us	
Christina Rod—	AP	Creading my fam—	

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CCNA Probing Questions

Curriculum, Instruction and Assessment

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Curriculum, Instruction, and Assessment

Potential Data Types

- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Enrichment Course/Class Materials
- Foundation Course/Class Materials
- Instructional Design/Delivery
- High-Yield Strategies
- Lesson Study/Delivery Processes
- Scope and Sequence, Pacing Guides, and Other Focus Documents
- Standards-Based Curriculum Resources and Materials
- Student Misconceptions
- Student-Specific and Differentiated Strategies and Processes
- Technology

1. What evidence exists to determine if the curriculum is clearly linked to the TEKS and other standards for student learning?

1: TEKS Alignment: Check if lessons plans & lessons match the TEKS standards.
2: Scope and Sequence: Check to ensure they match using TEKS Resources YAG-6 Weeks.
3: Clear Objectives: Make sure each lesson clearly states what students should learn.
3: Aligned Assessments: Confirm tests and quizzes match what TEKS expects students to know.
4: Student Work Samples: Analyze for TEKS mastery.
5: Professional Learning Communities (PLCs): Collaborate on TEKS alignment.
6: Student Understanding: Look at student work to see if they grasp the concepts being taught.

2. Is the the curriculum structured in logically sequenced units of instruction?

Yes, if we follow TEKS Resources, the curriculum is typically structured with logically sequenced units of instruction. TEKS Resources provides a framework for organizing content and skills, ensuring a cohesive progression in student learning.

3. How is data used to inform curriculum, instruction, and assessment decisions?

Data guides curriculum, instruction, and assessment decisions by:
1: Analyzing assessment results to adjust teaching priorities.
2: Evaluating curriculum effectiveness based on performance data.
3: Tailoring instruction to meet diverse student needs.

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4. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/ school? What is the impact on specific student groups?

-Instructional strategies align with student needs by: differentiating instruction, using assessment data for adjustments, scaffolding, technology integration, and feedback & reflection.
-Consistency varies depending on leadership support, professional development, curriculum alignment, teacher collaboration, etc.
-The impact varies but is positive: Equity for all, providing needed assistance to SPED's and ELL's C:, and challenging GT Students

5. How are curriculum, instruction, and assessment aligned with College and Career Readiness Standards?

In our curriculum, each Texas Essential Knowledge and Skills (TEKS) standard incorporates College and Career Readiness elements, guiding content development to build necessary skills for students' future success. Teachers implement this curriculum through aligned instruction, and assessments measure how well students are learning the material.

6. What evidence supports the classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?

1: Lesson Plans: Detailed plans integrating critical-thinking activities with support for diverse learners.
2: Student Work Samples: Examples showing application of critical-thinking skills with scaffolded supports.
3: Assessment Items: Tests or projects assessing critical thinking, accommodating diverse learners.
4: Student Reflections: Student reflections on critical-thinking processes, acknowledging support.

7. How do instructional design and delivery maximize student engagement and a positive learning climate?

Instructional design emphasizes relevance, making lessons meaningful, and using diverse teaching methods. Clear objectives clarify learning goals, technology enhances experiences, and collaboration promotes teamwork. Differentiation tailors instruction, boosting engagement and meeting individual needs.

8. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?

Processes to ensure instructional materials meet specific student needs:
1: Data-Informed Decision Making: Using student data to improve materials.
2: Ongoing Evaluation: Continuously assessing material effectiveness and making adjustments.
3: Professional Development: Training educators to use materials effectively.
4: Differentiation Resources: Offering extra materials for diverse learning styles.

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9. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students? Which students need this type of instruction?

We utilize various evidence-based interventions such as Sirius, Problemattic, Wizer, and Google Forms to address learning gaps. These interventions enable personalized instruction, benefiting struggling students, particularly those with diverse learning needs, by providing materials in formats beyond traditional methods.

10. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? Do benchmarks align to state standards and the appropriate level of rigor?

Yes, there is evidence that assessments are aligned with clearly specified and appropriate achievement expectations. Benchmarks, such as released STAAR exams, align closely with state standards and maintain the appropriate level of rigor.

11. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

Assessments are designed, developed, and utilized in a fair and equitable manner to eliminate biases, ensuring alignment with tested TEKS curriculum. Students' perceptions are gauged through vocal feedback, ensuring alignment and fairness.

12. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

The scope of assessments ensures a comprehensive and representative sampling of student performance across the entire student body, guaranteeing a variety of test results and allowing for confident conclusions about achievement.

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025 Planning, 2023-2024 Current Year

LEA: Region One ESC

Campus Name: Central Middle School

Meeting Date: May 2, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: Oscar Lopez- Parent, Family, Community Engagement

COMMITTEE MEMBER NAME	ROLE
Oscar Lopez	Chairperson
Moises Garza	Member
Christina Rodriguez	Member

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Parent, Fam, Committee

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: Central MS

Meeting Location: Conference Rm

Meeting Date: May 2, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Moisés Garza	teacher	mogarza@wisd.us	
Oscar Lopez	Social Worker	OLopez@wisd.us	
Christina Rodriguez	AP	CRodriguez@wisd.us	

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CCNA Probing Questions

Parent, Family, and Community Engagement

Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Parent, Family, and Community Engagement

Potential Data Types

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information

1. **What evidence exists that families and community members are involved in meaningful activities that support students' learning?**

Morning and afternoon parent meetings
Parent Volunteers
Band Boosters
Donations
Community Events
Pep Rallies

2. **What are the activities? Which parents and community members are involved? What trends and patterns do we observe?**

Higher academic scores are a reflection
High participation in various events
Remind App, Google Calendar and Classroom, Social Media is useful to reach out to parents

3. **How are families and the community members involved in school decisions?**

School compact policy parent meeting- establishes parents expectations to hold parents involved and accountable at the beginning of the year

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4. **What types of services are available to support families, community members, and students to encourage healthy family relationships?**

Parent engagement department provides uniforms
McKinney Vento act provides homeless students with school supplies, clothes, utility bills, etc

School hosts events for parents to participate with their students such as band banquet, etc.

5. **If families speak languages other than English, what are those languages? How does the school communicate in those languages?**

Spanish speaking parents receive translation services as needed.

6. **What types of services are available to support students in special programs? What are the results?**

Sped social workers
Child Find Evaluation process

7. **What types of community partnerships exist to support families and students?**

Peter Piper and Mr Gattis back to school initiative
Melhart shirt donations to band
Instrument donations by local community organization
Gift cards donated by various businesses within the city.

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025 Planning, 2023-2024 Current Year

LEA: Region One ESC

Campus Name: Central Middle School

Meeting Date: May 2, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: DSerna

COMMITTEE MEMBER NAME	ROLE
Dorothy Serna	Chairperson
Zeniff Moreno	Member
Christina Rodriguez	Member

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School Contact

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: _____

Meeting Location: _____

Meeting Date: _____

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Zeniff Moreno	teacher	Zmoreno@rwisd.us	
Doromy Serna	Asst Principal	dserna@rwisd.us	
C. Rodriguez	AP	CRodriguez@rwisd.us	

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CCNA Probing Questions

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

School Context and Organization

Potential Data Types

- Communication: Formal and Informal
- Decision-Making Processes
- Duty Rosters
- Leadership: Formal and Informal
- Master Schedule
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- School Map and Physical Environment
- School Structure (Teaming, Looping, etc.)
- Supervision Structure
- Support Structures: Mentor Teachers

1. To what degree does the district/school support the organization? How are those supports offered or provided?

Calendar, bell schedules, rotation of off periods, organization of duties, schedules, discussed as a committee.

2. What do the data reflect about classes, schedules, and student/staff teams?

In 8th grade we have 342 students.
We needs to take into consideration athletic requirements for scheduling, band, etc.
Teaming of 8th grade a consideration.

3. How is adequate time devoted to subjects in which students perform poorly?

TCLAS- limited extended day due to lack of staff
-Interventions- Teachers work as a team

4. How do teachers have a voice in decision-making and school policies?

SBDM Committee

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5. **What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?**

Majorassessments

6. **Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?**

Yes, we survey staff for concerns to be addressed during SBDM committee meetings.

7. **What are the perceptions of students, parents and community about the LEA and campus?**

LEA is a resource.
Highly rated campus, lots of parent requests for students to attend Central Middle School.

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CCNA Focus Area Committee Assignments Template

School Year: 2024-2025 Planning, 2023-2024 Current Year

LEA: Region One ESC

Campus Name: Central Middle School

Meeting Date: May 2, 2024

Campus CCNA Committee Members

Committee Chairperson Name and Role: VZapata

COMMITTEE MEMBER NAME	ROLE
Velma Zapata	Chairperson
Adrian Garcia	Member
Amanda Rodriguez	Member

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Region One

Campus Name: Central Middle School

Meeting Location: Library

Meeting Date: May 2, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Adrian Garcia	teacher	adgarcia@wisd.us	Adrian Garcia
Amanda Rodriguez	teacher	amrodrigue@wisd.us	Amanda Rodriguez
Velma Zapata	Librarian	vzapata@wisd.us	Velma Zapata

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CCNA Probing Questions

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities.

Technology

Potential Data Types

- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- Classroom Technology Needs by Area, Class, Department, etc.
- Leadership and Administrative Support Structures for Technology Implementation
- Professional Development/Teacher Preparation Needs in Technology
- Resource Allocations
- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.
- Technology Plan
- Technology Policies and Procedures

1. What technology do we have?

Teachers have district-issued laptops, and projectors, and core teachers have Chromebook carts in the classroom. CTE teachers have clear touch screen computers.

2. How does the design of the network provide for the users it supports?

Every technology connects to the WISD network.

3. What is the technology proficiency of staff and students?

Most teachers are at an intermediate level and students at the 8th grade level would be at an intermediate level as well. Most 6th and 7th are still at the novice level.

4. How does staff feel about technology?

Most staff feel that it is vital and it helps with their lessons.

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5. What types of technology professional development have we provided? What was the impact for staff and students?

We have technology tech days to help teachers with the new programs that will help in the core subjects.

6. What are some barriers that potentially prevent effective use of technology?

Not having a tech person on campus to answer and address immediate technology issues.

7. In which content areas are we using technology and how? What is the effect?

All content areas are using technolgy in their daily lessons.

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

There are programs within each subject area that provides lessons for them to use. Example Imagine math is a technology program for the math department.

9. How is technology used to support students and parents in a virtual learning environment?

School website that provides information for both parents and students.

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10. Is the technology user-friendly for students and parents?

Yes

11. Is there a cybersecurity plan in place and systems in place to prevent a cybersecurity breech?

The WISD technology department has a plan for the district.

12. How do we ensure that confidential student level data are secure?

WISD has a plan to help secure student level data.

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