

**Clint Independent School District**  
**Ricardo Estrada Middle School**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designation**

Top 25 Percent: Comparative Academic Growth



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ricardo Estrada Middle School is one of the campuses in Clint ISD. Formerly known as Ricardo Estrada Junior High School, the campus opened its doors in August 2010 and currently serves 580 students in grades 6–8.

Our stakeholders include parents, students, 44 teachers, support staff, three administrators (one principal and two assistant principals), two full-time counselors, two part time curriculum coaches, one technology coach, one librarian, district staff, and community members. Representatives from these groups are invited quarterly to contribute to the development, review, and implementation of the Campus Improvement Plan.

Ricardo Estrada Middle School is a 100% Title I campus. Our student demographics reflect approximately 92% economically disadvantaged students, 85% identified as At-Risk, and 61% who are Emergent Bilingual. We also serve more than 100 students (22% of the student body) receiving Special Education services through inclusion and specialized units such as Resource, ASC, and DSC. In addition, about 20 students identified as Gifted and Talented are provided enrichment through a GT course.

Students have access to a wide range of extracurricular opportunities including football, volleyball, baseball, softball, soccer, track, tennis, band, orchestra, choir, dance, chess club, robotics, drones, student council, National Junior Honor Society, and among others.

We embed restorative discipline practices to address minor student offenses. On average, only about 5% of our student population is involved in disciplinary actions during the school year, allowing our academic program to continue with minimal disruption to student learning.

Enrollment at Ricardo Estrada Middle School is expected to increase in the coming years due to new residential development within the attendance zone. The average class size is 25 students per teacher or teacher aide. Attendance averages approximately 95%, supported by bi-weekly incentives such as free dress days, quarterly recognition certificates, and campus-wide celebrations. Our attendance clerk and administrators closely monitor student attendance, meeting regularly to review trends and addressing chronic absences through parent meetings and support from Communities in Schools.

The Ricardo Estrada Middle School student population is predominantly Hispanic/Latino (approximately 98%), with an even distribution of male and female students.

Our school-wide Title I program provides a variety of academic and behavior supports, including intervention classes, Falcon Fridays, after-school tutoring, Falcon Academies, and Super Saturday sessions. Tutoring is offered after school and on selected Saturdays in the core subjects of Math, Reading/Language Arts, Science, and Social Studies. Title I and Title III instructional aides provide targeted support for At-Risk students, with a strong emphasis on the needs of our Emergent Bilingual population.

Our Curriculum Coaches leads professional learning by providing training in best practices, supporting data analysis, modeling lessons, and facilitating professional development in effective instructional strategies.

### Demographics Strengths

We serve over 120 students who receive Special Education services through a combination of inclusion support and specialized programs such as Resource, ASC, and DSC. At REMS, the average class size is 25 students per teacher and/or instructional aide, ensuring students receive focused support in the classroom.

Our campus maintains an average attendance rate of 95%, supported by a variety of student incentives including free dress days, quarterly recognition certificates, and school-wide celebrations. Title I and Title III instructional aides provide targeted support to At-Risk students, with a strong emphasis on meeting the needs of our Emergent Bilingual population.

To strengthen instructional practices, our Curriculum Coach delivers ongoing training in best practices, supports data-driven decision-making, models lessons in the classroom, and facilitates professional development to enhance teacher effectiveness and student learning outcomes.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** GT population is well below all other special populations.

**Root Cause:** Identification process.

# Student Learning

## Student Learning Summary

### Accountability and Student Performance

The final accountability rating and scores for the **2024–2025** school year are pending release.

For the **2024–2025** school year, approximately 98% of students participated in the following STAAR assessments: Grades 6–8 Reading/Language Arts and Math, and Grade 8 Science and Social Studies.

### 2024–2025 STAAR Results

#### Grade 6 Reading/Language Arts (RLA)

- Total Students: 166
- Approaches GL: 63%
- Approaches GL SpEd: 42%
- Approaches GL EB: 55%
- Approaches GL 2024: 52%
- Gain/Loss: +11%
- Meets GL: 30%
- Masters GL: 8%

#### Grade 6 Math

- Total Students: 166
- Approaches GL: 75%
- Approaches GL SpEd: 50%
- Approaches GL EB: 69%
- Approaches GL 2024: 73%
- Gain/Loss: +2%
- Meets GL: 22%

- Masters GL: 2%

### **Grade 7 Reading/Language Arts (RLA)**

- Total Students: 205
- Approaches GL: 64%
- Approaches GL SpEd: 39%
- Approaches GL EB: 18%
- Approaches GL 2024: 64%
- Gain/Loss: 0%
- Meets GL: 34%
- Masters GL: 9%

### **Grade 7 Math**

- Total Students: 205
- Approaches GL: 42%
- Approaches GL SpEd: 17%
- Approaches GL EB: 39%
- Approaches GL 2024: 44%
- Gain/Loss: -2%
- Meets GL: 13%
- Masters GL: 1%

### **Grade 8 Reading/Language Arts (RLA)**

- Total Students: 209
- Approaches GL: 75%
- Approaches GL SpEd: 44%
- Approaches GL EB: 60%
- Approaches GL 2024: 74%

- Gain/Loss: +1%
- Meets GL: 43%
- Masters GL: 14%

### **Grade 8 Math**

- Total Students: 209
- Approaches GL: 73%
- Approaches GL SpEd: 43%
- Approaches GL EB: 64%
- Approaches GL 2024: 70%
- Gain/Loss: +3%
- Meets GL: 30%
- Masters GL: 3%

### **Grade 8 Science**

- Total Students: 209
- Approaches GL: 69%
- Approaches GL SpEd: 39%
- Approaches GL EB: 52%
- Approaches GL 2024: 63%
- Gain/Loss: +6%
- Meets GL: 43%
- Masters GL: 12%

### **Grade 8 Social Studies**

- Total Students: 209
- Approaches GL: 50%
- Approaches GL SpEd: 21%

- Approaches GL EB: 36%
  - Approaches GL 2024: 34%
  - Gain/Loss: +16%
  - Meets GL: 16%
  - Masters GL: 5%
- 

### Targeted Student Support

As a result of the instructional gaps, **HB 1416** continues to be implemented across the state of Texas. At Clint ISD, and specifically at Ricardo Estrada Middle School, we have incorporated **intervention classes** and designated intervention times to address learning gaps.

All students who did not take the STAAR assessment or who **Did Not Meet** expectations on the 2024–2025 STAAR will receive a minimum of **15–30 hours** of additional targeted instruction by a core content teacher before the end of the school year.

In addition, students are supported through after-school tutorials, **Falcon Academies**, and **SMART Academies** to ensure ongoing academic growth and success.

### Student Learning Strengths

All students at REMS who did not take the STAAR assessment or who “Did Not Meet” expectations in the STAAR assessment for the 2024-2025 school year will receive between (and at least) 15-30 hours of additional support intervention/instruction by a core content area teacher prior to the end of the school year. Additionally, students will be provided intervention instruction during after-school tutorials, Falcon Academies, and SMART Academies.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** State assessment (STAAR) data indicate underperformance within our EB student population.

**Root Cause:** Misalignment between ESL materials and RLA year at a glance.

**Problem Statement 2 (Prioritized):** State assessment (STAAR) data indicate underperformance within our SpEd student population.

**Root Cause:** SpEd teacher content knowledge and expertise.

## School Processes & Programs

### School Processes & Programs Summary

At Ricardo Estrada Middle School our school day begins at 8:20 a.m. and ends at 3:50 p.m. Our day begins with a 10 minute period in which students eat breakfast and engage with our live announcements, followed by eight 45 minute classes, a 30 minute lunch break and a 30 minute intervention period in which they engage with social emotional lessons/activities and other specific academic/intervention activities. At REMS we have tutorials by subject area from Monday through Thursday, from 4:15-5:15 p.m. We also conduct SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions. All teachers and staff at Ricardo Estrada Middle School are highly qualified. Our teachers participate in a rigorous week of staff development prior to the start of the school year. During this week of staff development, teachers and staff receive training that target instructional goals for the school year to include high quality instructional materials (HQIM), its internalization, and other staff development based on numerous sources of data to include STAAR assessment data, STAAR Interim data, MAP Growth data or District Benchmark data, 4 & 9 week checkpoint data, student attendance, and student discipline between others. Additionally, teachers are provided multiple opportunities throughout the school year to engage in monthly staff development appropriate to needs, for example, unpacking standards based on content area, differentiation strategies, technology strategies and programs, among many other opportunities. As we use the aforementioned data to identify instructional needs, we prepare and/or seek staff development opportunities to address the identified areas of need. We promote positive behavior for our students, but also helps us recognize teachers and their areas of strength (teachers are provided badges). At Ricardo Estrada Middle School we strive to retain highly qualified staff by promoting a positive school culture and a nurturing learning environment providing our faculty and staff with incentives from our Sunshine Committee.

Teachers and staff are recognized and celebrated monthly at faculty meetings. REMS also provides faculty and staff with PBIS points to recognize positive actions, and they are provided appreciation weeks during our “Five Days of Christmas”, holidays, and Teacher Appreciation Week. At Ricardo Estrada Middle School all of our students, faculty, and staff adhere to the 4 B’s- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B’s promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued. Through our counseling center and Falcon Focus Time activities our campus also promotes college readiness and college exposure to our student population; students can engage in university/college visits, and our faculty and staff promote college and universities within their college corner. Every Thursday, our students are exposed to a different college/university via digital announcements. During this school year, REMS engaged in new initiatives such as the Maker-Space. Within the Maker-Space, students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, drumline and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well. Our counselors prepare activities to implement during their student group sessions to discuss topics such as bullying, drugs, physical or verbal aggression, sexual harassment, dating violence, and sexual abuse between others.

### School Processes & Programs Strengths

- 30 minute period in which students engage in social emotional lessons and activities.
- Tutorials by subject area from Monday through Thursday, from 4:15-5:15 p.m.

- The use of High Quality Instructional Materials (HQIM), software programs, and other resources that enhances students learning.
- Falcon Fridays for instructional and behavioral support on Fridays from 4:15-5:15 p.m.
- SMART Academies once every 9 weeks on Saturday for 3 hours from 8:00-11:00 a.m. for instructional support and interventions.
- Ricardo Estrada Middle School students, faculty, and staff adhere to the 4 B's- Be Safe, Be Respectful, Be Responsible, and Be Here! The 4 B's promote positive behavior and support the campus vision and district vision to encourage every student to feel socially and emotionally supported, safe, and valued.
- REMS Maker-Space- students are allowed to use this workspace and use different resources and tools such as computers, machining, technology, science, digital art, gaming, drumline and other opportunities to socialize, collaborate through hands-on, personalized experiences. Our virtual announcements are also in the developing stage of life announcements, and our robotics team is under development as well.
- We at Ricardo Estrada Middle School we promote positive behavior for our students, but also helps us recognize teachers and their areas of strength.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Classroom instruction lacks rigorous tasks and/or questions.

**Root Cause:** Lesson plan template lacks planning for rigorous questions and/or tasks.

# Perceptions

## Perceptions Summary

Ricardo Estrada Middle School is a committed campus that educates approximately 580 students daily. The attendance for REMS for 2024-2025 averaged 94%, during the 2024-2025 school year our attendance average was 94% for the school year, and for this 2025-2026 school year, we strive for at least a 96%. Ricardo Estrada Middle School is a campus where we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning. Based on the disciplinary data available at the campus, the school's major disciplinary issue comes down to behavioral patterns in a small percentage of students. At REMS, we believe a progressive approach to conflict reduction is key to minimizing conflicts between our students. Our counselors have weekly group meetings with our students. Counselors cover topics to include conflict resolution, communication, self control, stress management, anti-bullying, healthy and unhealthy relationships, and drug awareness (Red Ribbon) that includes controlled and illegal substances. Aside from grade-level meetings, the counselors provide small group peer meetings where students have an opportunity to meet with other students with similar life challenges. Additionally, counselors also meet with students individually on a weekly basis to provide social, emotional, and academic support. Ricardo Estrada Middle School has a SEL counselors. Through software application, students check in every morning to let specific campus personnel know how they are feeling. For example, if a student answers that they are feeling "angry", specific campus personnel including the PBIS/SEL lead teacher, is alerted. Our PBIS/SEL lead teacher meets directly with that student within five minutes of receiving the alert. The PBIS/SEL lead teacher has a confidential conversation with the student to see how he or she is doing, offers encouragement and support, and refers the student to the counselors when he or she needs additional support. When it comes to discipline, we believe a restorative practice and circle resolution approach to discipline proves to be the most beneficial. For example, on our campus, all incidents are documented on an incident report. All minor offenses are addressed by Campus Administration and begin to engage Counselors when needed. The counselors meet with the individuals named in the report to offer conflict resolution. The goal of the meetings is to identify the students and offer a deterrence on discipline before it becomes criminal. At Ricardo Estrada Middle School we also offer an after-school educational program (ACE - After school Center on Education) that focuses on providing students a safe environment, tutoring, enrichment, and academic support. Instead of students going home to work individually on any academic help they may need, students are offered the opportunity to enroll in the program to receive resources on the campus. Our student dropout rate is 0% and our teacher turnover rate is approximately 23%. Most of the teacher turnover is due to promotions and as we recruit and hire new teachers, we provide them with support through staff development or department mentors. Our Curriculum Coaches and Technology Coach pair to provide instructional strategies, guidance, technology support, and assist in any way a new teacher may request or need.

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

- Open House (Fall & Spring)
- Community Events (Winter Festival/PBIS Fair)
- Honor Roll and Falcon Awards Events

- Counseling Events

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

At REMS, we have implemented a one-to-one Chromebook initiative to support student learning. However, due to an increase in device damage and improper use at home, we have purchased classroom carts with Chromebook sets for core content areas. This approach helps reduce damage, extend the lifespan of devices, and ensure more structured and responsible use during instructional time.

### Perceptions Strengths

- The attendance for REMS for 2024-2025 was 94%, and for this 2025-2026 school year, we strive for at least 96%.
- Ricardo Estrada Middle School we embed restorative discipline practices for minor student offenses. Behavior trends on campus fluctuate and we average about 5% of our student population is involved in disciplinary action throughout the school year which allows our academic program to function with minimal impact to student learning.
- Our student dropout rate is 0%

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Low turnout to parent engagement activities.

**Root Cause:** Delayed calendar of activities.

# Priority Problem Statements

**Problem Statement 1:** State assessment (STAAR) data indicate underperformance within our EB student population.

**Root Cause 1:** Misalignment between ESL materials and RLA year at a glance.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** State assessment (STAAR) data indicate underperformance within our SpEd student population.

**Root Cause 2:** SpEd teacher content knowledge and expertise.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Classroom instruction lacks rigorous tasks and/or questions.

**Root Cause 3:** Lesson plan template lacks planning for rigorous questions and/or tasks.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Low turnout to parent engagement activities.

**Root Cause 4:** Delayed calendar of activities.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

# Goals

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

**Performance Objective 1:** All student groups and student sub groups (LEP, Sp Ed, A/R, GT, and Eco. Dis., 504, Migrant, McKinney-Vento) will show student growth in the STAAR exam in 2025-2026.

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

**Next Year's Recommendation:** Start intervention structures earlier in the year (August) to catch students before first assessments. Add structured 3-week progress monitoring cycles for EB and SpEd students. Deepen PD focus on consistent HQIM delivery with rigor and scaffolding.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will analyze/disaggregate STAAR/EOC and common assessments using an online assessment development and analysis program to evaluate student needs taking into consideration learning loss. Students will be assigned to interventions such as, but not limited to Makerspace, Falcon Academy Interventions, Afterschool tutorials, Saturday School and/or state assessment camps.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, Walkthroughs, MAP Growth, Common Assessment, Benchmark results, STARR EOC results, failure reports and other student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Support Staff, and Campus Administrators.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Planning-Extra Duty - 211 ESEA, TI A IMP - 211.13.XXXX - \$10,016, Planning-Substitute - 211 ESEA, TI A IMP - 211.11.XXXX - \$11,785, Planning-Substitute - 211 ESEA, TI A IMP - 189.11.XXXX - \$20,234, After School Tutoring - 199 GENERAL FUND - 199.11.xxxx - \$1,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using Response to Intervention (RtI) and other Multi-Tier Support Systems (MTSS) students in need of academic support (HB1416) or behavioral support will be identified and recommended for after school tutorials, Falcon Thursdays, and SMART Academy (Saturday School).</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR/EOC results, Benchmark, MAP Growth and Common Assessments, Unit Assessment Performance, Attendance, Behavior</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coach, and Administration.</p> <p><b>Funding Sources:</b> Extra-Duty Tutoring - 211 ESEA, TI A IMP - 211.11.xxxx - \$11,785, Extra-Duty Tutoring - 189 ESSER FUND BALANCE - 189.11.xxxx - \$11,530</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will integrate supplemental resources and materials to include STAAR/EOC test format and strategies throughout instruction and in testing, as deemed appropriate, including TEKS alignment to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Common Assessments, Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coach All Teachers</p> <p><b>Funding Sources:</b> Supplemental Materials - 199 GENERAL FUND - 199.11.XXXX - \$47,000, Supplemental Materials - 211 ESEA, TI A IMP - 211.11.XXXX - \$24,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> GT enrichment classes and Honors Courses will be offered to all 6th-8th Grade students to provide a differentiated instruction to include GT curriculum and not limited to GT Tournaments, GT Fieldtrips, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Student grades, Assessment scores, Schedule, student networking, integration of technology, and a variety of skill based assignments.</p> <p><b>Staff Responsible for Monitoring:</b> GT Coordinator, Teachers, Counselors, and Administration.</p> <p><b>Funding Sources:</b> GT INSTRUCTIONAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - \$2,700</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development opportunities, training, and planning will be provided to teachers and staff for interpretation of data and state standards (TEKS) to improve instruction for all students, including, but not limited to ELPS, SIOP, Content &amp; Language Objectives, Eduphoria -Aware, HQIM, RBIS, AGMO and/or Lead4Ward.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher use of Aware/Lead4Ward reports, Lesson plans that focus on student learning needs, and improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coach and Administration.</p> <p><b>Funding Sources:</b> Extra Duty - 211 ESEA, TI A IMP - 211.13.xxxx - \$10,016</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All teachers will have access to high quality instructional materials (HQIM), resources, and trainings as designated by the district to include but not limited to My Perspectives and Carnegie Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful Student performance on State Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coach, Administration.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.13.XXXX - \$10,016</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will integrate technology into the classroom through use of Chromebooks and Interactive Flat Panels and Front Row System for the use of Google Slides, ActivInspire, and online resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of technology in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Technology Cordinator, and Administration.</p> <p><b>Funding Sources:</b> SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - \$20,362, EDUCATIONAL MATERIAL - 211 ESEA, TI A IMP - 211.11.XXXX - \$65,318</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Purchase and renewals for laptops, computers, printers and technology software such as Eduphoria, TRS, and Nearpod between other programs for teacher and student use. This includes ink cartridges and other supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase requisitions and use of technology in classrooms. Student and teacher use of technology. Improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Technology Coach, Teachers, and Administration.</p> <p><b>Funding Sources:</b> Ink &amp; Supplies - 199 GENERAL FUND - 199.11.XXXX - \$3,000, Staff Devices - 211 ESEA, TI A IMP - 211.11.XXXX - \$15,000, Software Renewals - 211 ESEA, TI A IMP - 211.11.XXXX - \$36,827</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All teachers will incorporate best practices and resources throughout their curriculum to include but not limited to: bell activities, RBIS strategies, and other instructional supplies/materials to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved State assessment results and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coach, and Administration.</p> <p><b>Funding Sources:</b> SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.xxxx - \$47,000, SUPPLEMENTAL MATERIAL - 211 ESEA, TI A IMP - 211.11.xxxx - \$24,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> All CTE teachers will acquire necessary materials to support their curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase requisitions and the expenditure of CTE budgets.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers and administration.</p> <p><b>Funding Sources:</b> Supplemental Materials - 199 GENERAL FUND - 199.11.xxxx - \$2,150, Staff Development - 199 GENERAL FUND - 199.12.xxxx - \$250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Identified students will attend field trips to build background knowledge for example, but not limited to, Clint Early College and Horizon High School. Other potential options are: UTEP, EPCC, Chamizal, SulRoss.</p> <p><b>Strategy's Expected Result/Impact:</b> Student exposure to different learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, and Administration.</p> <p><b>Funding Sources:</b> STUDENT TRAVEL - 199 GENERAL FUND - 199.11.xxxx - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Students who are nominated by teachers and parents for GT will undergo GT testing for appropriate placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of GT students.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus GT Coordinator.</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - 199.11.xxxx - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> At-Risk students will be provided guidance and mentoring of instructional objectives through response to intervention (RTI)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student grades and assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Curriculum Coach, and Administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>Some Progress</p>			

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> All teachers will provide necessary resources to include technology resources (such as but not limited to chromebook devices, Science Dictionaries, Spanish/English dictionaries, manipulatives and Thesaurus) for use by our EB population.</p> <p><b>Strategy's Expected Result/Impact:</b> Student expansion and use of vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coach, and Administration.</p> <p><b>Funding Sources:</b> GENERAL INSTRUCTION READING MATERIAL - 199 GENERAL FUND - 199.11.xxxx - \$6,000, ELL SUPPLEMENTAL READING MATERIAL - 199 GENERAL FUND - 199.11.xxxx - \$3,000, STUDENT DEVICES - 199 GENERAL FUND - 199.11.xxxx - \$20,362, STUDENT DEVICES - 211 ESEA, TI A IMP - 211.11.XXXX - \$30,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Technology equipment and materials will be purchased to enhance curriculum and testing (i.e. but not limited to: speakers, carts, testing materials for STAAR, Chromebook, scanners, headphones, microphones, computers, flip cameras, digital cameras memory cards, web cams, computer mouse ).</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase requisitions and budget expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Technology Cordinator, and Administration.</p> <p><b>Funding Sources:</b> CALCULATORS - 199 GENERAL FUND - 199.11.xxxx - \$180, TECHNOLOGY EQUIPMENT - 211 ESEA, TI A IMP - 211.11.xxxx - \$69,318, TECHNOLOGY EQUIPMENT - 199 GENERAL FUND - 199.11.xxxx - \$20,362</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> All teachers and administrators will receive training and assistance in the implementation of high quality instruction (such as SIOP, Lead4Ward, State and Federal Accountability, Region 19, other local and district trainings that tie into our CIP) to meet all students needs including those with special needs such as EB, SpEd, Economically Disadvantaged, Migrant, and Military Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, and Administration.</p> <p><b>Funding Sources:</b> Staff Development - 211 ESEA, TI A IMP - 211.13.XXXX - \$10,016</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			

Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> All teachers will purchase the needed supplies (to include but not limited to supplemental supplies and audiovisual supplies) for all children served during school and through tutorials to acquire the knowledge and skills contained in the state content standards TEKS and to meet the state requirement STAAR state assessment, including ELPS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators.</p> <p><b>Funding Sources:</b> SUPPLEMENTAL MATERIAL - 211 ESEA, TI A IMP - 211.11.xxxx - \$24,000, SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - \$47,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> The ESL Department will purchase the needed supplemental supplies for all children served to acquire and assess the knowledge and skills contained in the state content standards TEKS, Language Acquisition and to meet the state requirement STAAR/TELPAS state assessments, including ELPS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Student Performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Funding Sources:</b> ELL SUPPLEMENTAL MATERIAL - 199 GENERAL FUND - 199.11.XXXX - \$6,000, Audiovisual - 199 GENERAL FUND - 199.11.xxxx - \$3,090</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> REMS Students will participate in Robotics, Drones, and other STEM Competitions (led by campus ACE Program) in and out of campus needing various resources and supplies such as drones, equipment, and technology associated with the programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build a strong foundation in reading, math, and problem solving skills</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Robotics/Drones - 281 TITLE IV, PART A SSAEP - 281.11.xxxx - \$17,648</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> The SPED Department will purchase the needed software and supplemental supplies to include printer, paper shredder and copy paper. Copy Paper will be used for instruction to include making manipulatives, foldables, reading passages , and ISN Pages for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Acquisition and to meet the state requirement STAAR state assessment, including ELPS.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact instructional strategies used in the classroom and understanding of curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> SPED Education - 199 GENERAL FUND - 199.11.xxxx - \$14,410</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Students will have the opportunity to utilize and acquire a variety of 21st-century skills in the STEM field through a MakerSpace Lab that includes, but is not limited to items that support STEM lessons, supplies, furniture, and technology equipment such as audiovisual equipment, manipulatives such as Legos, technology items to support coding, 3D printing, and graphic design between others.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build a strong foundation in STEM fields.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Librarians</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Maker Space Resources - 211 ESEA, TI A IMP - 211.11.XXXX. - \$7,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE teachers will attend staff development training where applicable (i.e. but not limited to TCEA conference)</p> <p><b>Strategy's Expected Result/Impact:</b> Use of CTE strategies and implementation of new technology learning.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers and Administration.</p> <p><b>Funding Sources:</b> Staff Development - 199 GENERAL FUND - 199.13.xxxx - \$250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>33%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Materials for hands-on teaching will be used in Science via dissecting materials (i.e. gloves, consumables), magazines, periodicals, and manipulatives, Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Hands on opportunities for learning.</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, Curriculum Coach, and Administration.</p> <p><b>Funding Sources:</b> Lab Materials - 199 GENERAL FUND - 199.11.xxxx - \$4,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>55%</p> <p>Moderate Progress</p>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Community Based Outing/ Field Trips for Special Education students to gain-real and meaningful learning applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed teachers, Curriculum Coach, Administration.</p> <p><b>Funding Sources:</b> SPED-TRANSPORTATION - 199 GENERAL FUND - 199.11.xxxx - \$300, SPED-ENTRY FEES AND MEALS - 199 GENERAL FUND - 199.11.xxxx - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>33%</p> <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide for ARD sub coverage for all teachers needing coverage.  <b>Strategy's Expected Result/Impact:</b> Student curriculum should remain consistent with one sub covering for ARDS.  <b>Staff Responsible for Monitoring:</b> Administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> LPAC Clerk will test and monitor current ESL students academic progress, and monitor exited student academic progress.  <b>Strategy's Expected Result/Impact:</b> Correct and accurate placements of students.  <b>Staff Responsible for Monitoring:</b> LPAC Clerk.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> GT teacher will attend staff development opportunities.  <b>Strategy's Expected Result/Impact:</b> Higher learning opportunities for students in Pre Ap classes.  <b>Staff Responsible for Monitoring:</b> GT Teacher and Administration.   <b>Funding Sources:</b> Professional Development - 199 GENERAL FUND - 199.13.xxxx - \$150</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Library will provide an updated selection of literature for students to read, inform, and conduct research. Promoting student success through literature to include E-Books.  <b>Strategy's Expected Result/Impact:</b> Reading scores will show improvement. Improvement on State Assessment scores  <b>Staff Responsible for Monitoring:</b> Librarian, Administration and Teachers   <b>Funding Sources:</b> Library Books - 199 GENERAL FUND - 199.12.xxxx - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress			

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Student(s) in Special Education will utilize a sensory room according to their IEP.  <b>Strategy's Expected Result/Impact:</b> Improved learning and performance.  <b>Staff Responsible for Monitoring:</b> DSC Instructor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 33% Some Progress			
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Orchestra teacher will obtain sheet music, and general supplies for students to use to assist in developing and improving music performance.  <b>Strategy's Expected Result/Impact:</b> Advance performances in classes, events, and contests.  <b>Staff Responsible for Monitoring:</b> Orchestra Teacher   <b>Funding Sources:</b> General Supplies - 199 GENERAL FUND - 199.11.xxxx - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 33% Some Progress			
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> As per district 1:1 technology initiative; all classrooms have an assigned classroom Chromebook device set to support with academic achievement and instruction.  <b>Strategy's Expected Result/Impact:</b> Academic Achievement  <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, Technology Coach, and Administration.   <b>Funding Sources:</b> Devices - 211 ESEA, TI A IMP - 211.11.XXXX - \$30,000, Devices - 199 GENERAL FUND - 199.11.XXXX - \$20,362</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 55% Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Preventative methods and counseling interventions to decrease bullying as part of the campus anti-bullying initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced office referrals and bullying "Stay Away" contracts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, Administration, Safety Team.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 55% Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote the safety and emotional well being of REMS students. Campus emergency plans and drills are reviewed and practiced monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful monthly fire drills</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, Administration, Safety Team.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 55% Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase parent/family awareness of bullying behaviors and interventions/preventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent meetings through feeder pattern presentations</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Sept	Nov	Feb	May
	 33% Some Progress			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, etc. to impact the home environment of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly Parent Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, administration, and campus staff.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct parent meetings and other informational meetings to keep parents informed of school performance and the issues that affect student performance on state assessments. Provide instructional incentives for attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly meetings and newsletter.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Campus Staff.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Host Career Day luncheon in appreciation of volunteers who provide services to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Planning sessions and successful Career Day activities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Campus Staff.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Conduct extended day through "lunch bunch" counseling support to provide services for students regarding character education, conflict resolution, coping strategies, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Campus Staff.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Implement Falcon Pride Attendance and Discipline initiatives by grade level to be recognized every nine week period. Students will earn instructional incentives for having perfect attendance through different grading periods.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in ADA to 96%</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Campus Staff.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Will facilitate a Positive Behavior Intervention/Incentive System (PBIS) to cultivate positive culture throughout the campus for teachers and students. Smart panels throughout the building will display campus expectations, motivational, and celebrational messages/presentations. Incentives will be provided to increase student, campus, and community awareness</p> <p>ID Card Printer, printer along with necessary supplies, materials, and resources will be required in order to implement the PBIS initiative school wide.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in discipline referrals, increase in "positive referrals", and increase in student attendance to 98%.</p> <p><b>Staff Responsible for Monitoring:</b> counselors, teachers, and administration.</p> <p><b>Funding Sources:</b> General Supplies - 211 ESEA, TI A IMP - 211.31.XXXX - \$4,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students with documented, qualifiable illness will receive virtual instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> offered through extenuating, documented circumstances.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Campus Staff</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work toward achieving a monthly attendance rate of 96% or higher.  <b>Strategy's Expected Result/Impact:</b> Increased Averaged Daily Attendance.</p> <p>Increase in student incentives for perfect attendance  <b>Staff Responsible for Monitoring:</b> Teachers, Campus Staff and Administrators.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 33% Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Approve all Purchase Requisitions to ensure cost effectiveness.  <b>Strategy's Expected Result/Impact:</b> Savings on all materials and services.  <b>Staff Responsible for Monitoring:</b> Budget Clerk, Assistant Principals and Principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 33% Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Meet with budget clerk weekly to ensure budget is being expended on student materials and services for the current school year.  <b>Strategy's Expected Result/Impact:</b> Instructional Materials are purchased in accordance campus plan</p> <p><b>Staff Responsible for Monitoring:</b> Budget Clerk, Assistant Principals and Principal.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 33% Some Progress			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Energy use for the campus will be set on a time schedule for heating and cooling.</p> <p><b>Strategy's Expected Result/Impact:</b> Savings on energy use.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, custodians, staff, and district personnel.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>33%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will receive training and assistance in the implementation of High Quality Instructional Materials (HQIM) and its internalization along with other research-based instructional models to include but not limited to RBIS Strategies, TEKS analysis, ELPS analysis, and SIOP to meet all students needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Observations, Learning walks, PLC Meetings, Department meetings, Lesson Plans, Failure Reports.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Curriculum Coach</p> <p><b>Funding Sources:</b> PROFESSIONAL SERVICES - 211 ESEA, TI A IMP - 211.13.xxxx - \$10,016</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer various professional development opportunities that address specifically defined student learning goals; staff requests; and that are ongoing and in-depth to improve instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> Professional Development - 211 ESEA, TI A IMP - 211.13.xxxx - \$10,016</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 30 Hour GT training offered to all new teachers; 6 hour updates for teachers who already have their GT certification</p> <p><b>Strategy's Expected Result/Impact:</b> GT Updates provided and scheduled for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and GT Coordinator.</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators, counselors, librarians, and teachers will attend staff development training where applicable including but not limited to TASSP, Region 19, TCEA and Schools to Watch.</p> <p><b>Strategy's Expected Result/Impact:</b> Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Funding Sources:</b> Staff Development - 211 ESEA, TI A IMP - 211.13.xxxx - \$10,016</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

**Evaluation Data Sources:** Ricardo Estrada Middle School will hold monthly parent meetings to build parent involvement to educate them of campus initiatives. Parents will be provided with information about but not limited to: state testing, character education, dangers of social media, and college and career readiness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, College Readiness, etc. to impact the home environment of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent sign in sheets Counseling records Parent night presentations Home visiting logs</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> MISC Parental Involvement - 211 ESEA, TI A IMP - 211.61.xxxx - \$2,421</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote parental involvement by providing notice to parents of all students about school related activities to include district initiatives such as but not limited to STEAM Night, open house, meetings with the principal, and other events.</p> <p><b>Strategy's Expected Result/Impact:</b> Flyers Campus Website Call Outs Social Media (Twitter)</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators ACE program and Project Vida</p> <p><b>Funding Sources:</b> Parent Meetings - 211 ESEA, TI A IMP - 211.11.XXXX - \$2,420</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Moderate Progress			

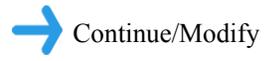
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host Career Day luncheon in appreciation of parents and volunteers who provide services to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of Career Day Presenters</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administration</p> <p><b>Funding Sources:</b> Hospitality - 199 GENERAL FUND - 199.31.xxxx - \$650</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>33%</p> <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monthly Family Nights will be held to educate parents on various topics including but not limited to state assessments, content information, dangers of social media, drug prevention, positive parenting/peer relationships, and social emotional learning evens, activities. Snacks and/or materials will be provided as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at Monthly Family Nights Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, teachers, and administration.</p> <p><b>Funding Sources:</b> PFE Hospitality - 211 ESEA, TI A IMP - 211.61.XXXX - \$2,421, Contracted Services - 211 ESEA, TI A IMP - 211.61.XXXX - \$2,420</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>33%</p> <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Parents will be provided with materials to help their students learn and succeed in their education and beyond, with support from their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at Monthly Family Nights Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, teachers, ACE program, Project Vida and administration</p> <p><b>Funding Sources:</b> PARENT Resource Materials - 211 ESEA, TI A IMP - 211.61.xxxx - \$2,420</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>55%</p> <p>Moderate Progress</p>			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Send out monthly newsletters to parents through the SMORE Communication Platform to increase parental involvement and communicate events and activities happening on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Parental Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Instructional Leadership Team, and Administration</p> <p><b>Funding Sources:</b> Software Renewal - 211 ESEA, TI A IMP - 211.61.XXXX - \$299</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>55%</p> <p>Moderate Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

# State Compensatory

## Budget for Ricardo Estrada Middle School

**Total SCE Funds:** \$474,912.23

**Total FTEs Funded by SCE:** 10.75

### Brief Description of SCE Services and/or Programs

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

## Personnel for Ricardo Estrada Middle School

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

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

# Title I

# Title I Personnel

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

# Campus Funding Summary

189 ESSER FUND BALANCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra-Duty Tutoring	189.11.xxxx	\$11,530.00
<b>Sub-Total</b>					<b>\$11,530.00</b>
199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Tutoring	199.11.xxxx	\$1,000.00
1	1	3	Supplemental Materials	199.11.XXXX	\$47,000.00
1	1	4	GT INSTRUCTIONAL MATERIAL	199.11.XXXX	\$2,700.00
1	1	7	SUPPLEMENTAL MATERIAL	199.11.XXXX	\$20,362.00
1	1	8	Ink & Supplies	199.11.XXXX	\$3,000.00
1	1	9	SUPPLEMENTAL MATERIAL	199.11.xxxx	\$47,000.00
1	1	10	Staff Development	199.12.xxxx	\$250.00
1	1	10	Supplemental Materials	199.11.xxxx	\$2,150.00
1	1	11	STUDENT TRAVEL	199.11.xxxx	\$300.00
1	1	12		199.11.xxxx	\$300.00
1	1	14	GENERAL INSTRUCTION READING MATERIAL	199.11.xxxx	\$6,000.00
1	1	14	STUDENT DEVICES	199.11.xxxx	\$20,362.00
1	1	14	ELL SUPPLEMENTAL READING MATERIAL	199.11.xxxx	\$3,000.00
1	1	15	CALCULATORS	199.11.xxxx	\$180.00
1	1	15	TECHNOLOGY EQUIPMENT	199.11.xxxx	\$20,362.00
1	1	17	SUPPLEMENTAL MATERIAL	199.11.XXXX	\$47,000.00
1	1	18	ELL SUPPLEMENTAL MATERIAL	199.11.XXXX	\$6,000.00
1	1	18	Audiovisual	199.11.xxxx	\$3,090.00
1	1	20	SPED Education	199.11.xxxx	\$14,410.00
1	2	1	Staff Development	199.13.xxxx	\$250.00
1	2	2	Lab Materials	199.11.xxxx	\$4,500.00
1	2	3	SPED-TRANSPORTATION	199.11.xxxx	\$300.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	SPED-ENTRY FEES AND MEALS	199.11.xxxx	\$500.00
1	2	6	Professional Development	199.13.xxxx	\$150.00
1	2	7	Library Books	199.12.xxxx	\$2,000.00
1	2	9	General Supplies	199.11.xxxx	\$500.00
1	2	10	Devices	199.11.XXXX	\$20,362.00
5	1	3	Hospitality	199.31.xxxx	\$650.00
<b>Sub-Total</b>					<b>\$273,678.00</b>
211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning-Substitute	189.11.XXXX	\$20,234.00
1	1	1	Planning-Extra Duty	211.13.XXXX	\$10,016.00
1	1	1	Planning-Substitute	211.11.XXXX	\$11,785.00
1	1	2	Extra-Duty Tutoring	211.11.xxxx	\$11,785.00
1	1	3	Supplemental Materials	211.11.XXXX	\$24,000.00
1	1	5	Extra Duty	211.13.xxxx	\$10,016.00
1	1	6		211.13.XXXX	\$10,016.00
1	1	7	EDUCATIONAL MATERIAL	211.11.XXXX	\$65,318.00
1	1	8	Software Renewals	211.11.XXXX	\$36,827.00
1	1	8	Staff Devices	211.11.XXXX	\$15,000.00
1	1	9	SUPPLEMENTAL MATERIAL	211.11.xxxx	\$24,000.00
1	1	14	STUDENT DEVICES	211.11.XXXX	\$30,000.00
1	1	15	TECHNOLOGY EQUIPMENT	211.11.xxxx	\$69,318.00
1	1	16	Staff Development	211.13.XXXX	\$10,016.00
1	1	17	SUPPLEMENTAL MATERIAL	211.11.xxxx	\$24,000.00
1	1	21	Maker Space Resources	211.11.XXXX.	\$7,000.00
1	2	10	Devices	211.11.XXXX	\$30,000.00
2	1	9	General Supplies	211.31.XXXX	\$4,000.00
4	1	1	PROFESSIONAL SERVICES	211.13.xxxx	\$10,016.00
4	1	2	Professional Development	211.13.xxxx	\$10,016.00
4	1	4	Staff Development	211.13.xxxx	\$10,016.00

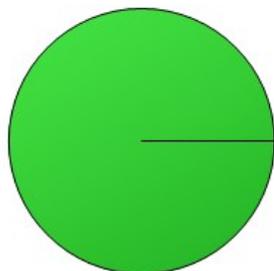
211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	MISC Parental Involvement	211.61.xxxx	\$2,421.00
5	1	2	Parent Meetings	211.11.XXXX	\$2,420.00
5	1	4	PFE Hospitality	211.61.XXXX	\$2,421.00
5	1	4	Contracted Services	211.61.XXXX	\$2,420.00
5	1	5	PARENT Resource Materials	211.61.xxxx	\$2,420.00
5	1	6	Software Renewal	211.61.XXXX	\$299.00
<b>Sub-Total</b>					\$455,780.00
281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Robotics/Drones	281.11.xxxx	\$17,648.00
<b>Sub-Total</b>					\$17,648.00

# Addendums

# Summary Report

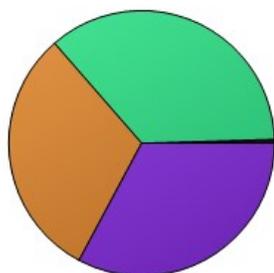
All

1) What is your campus?



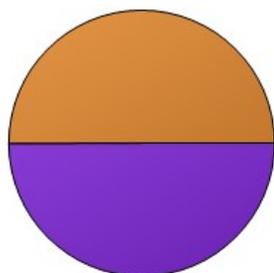
	Count	Percentage
Clint Early College High School	0	0%
Clint High School	0	0%
Horizon High School	0	0%
Mountain View High School	0	0%
Clint Junior High School	0	0%
East Montana Middle School	0	0%
Horizon Middle School	0	0%
Ricardo Estrada Middle School	643	100%
<b>Total</b>	<b>643</b>	<b>100%</b>

2) What is your grade level?



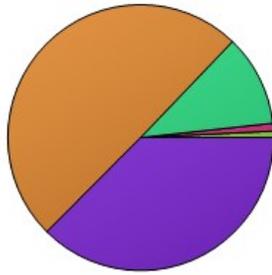
	Count	Percentage
06	211	32.81%
07	198	30.79%
08	231	35.93%
09	1	0.16%
10	0	0%
11	0	0%
12	2	0.31%
<b>Total</b>	<b>643</b>	<b>100%</b>

3) What is your gender?



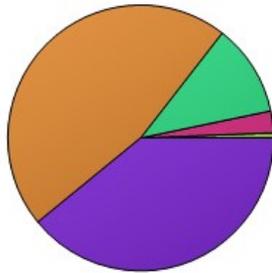
	Count	Percentage
Female	321	49.92%
Male	322	50.08%
<b>Total</b>	<b>643</b>	<b>100%</b>

4) I am treated with respect by school administrators at this school.



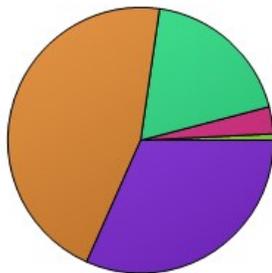
	Count	Percentage
Strongly Agree	239	37.46%
Agree	317	49.69%
Neutral	71	11.13%
Disagree	6	0.94%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

5) I am treated with respect by teachers at this school.



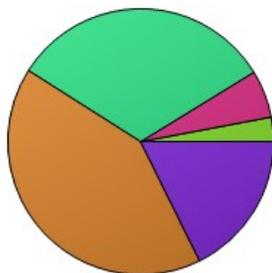
	Count	Percentage
Strongly Agree	251	39.1%
Agree	298	46.42%
Neutral	72	11.21%
Disagree	17	2.65%
Strongly Disagree	4	0.62%
<b>Total</b>	<b>642</b>	<b>100%</b>

6) School staff has a positive attitude towards students at this school.



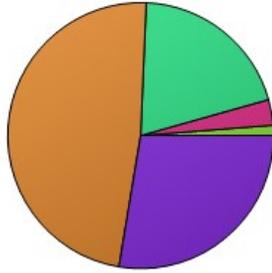
	Count	Percentage
Strongly Agree	202	31.66%
Agree	291	45.61%
Neutral	119	18.65%
Disagree	21	3.29%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

7) I am treated with respect by other students in this school.



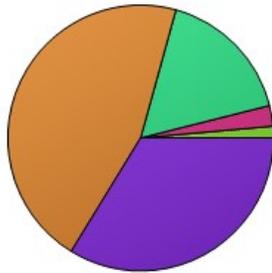
	Count	Percentage
Strongly Agree	113	17.68%
Agree	264	41.31%
Neutral	206	32.24%
Disagree	37	5.79%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>639</b>	<b>100%</b>

8) I feel safe at this school.



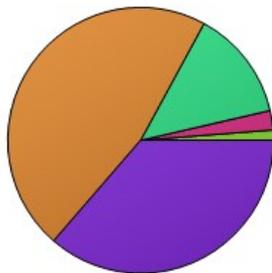
	Count	Percentage
Strongly Agree	177	27.61%
Agree	308	48.05%
Neutral	128	19.97%
Disagree	20	3.12%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>641</b>	<b>100%</b>

9) This school is clean and well-maintained.



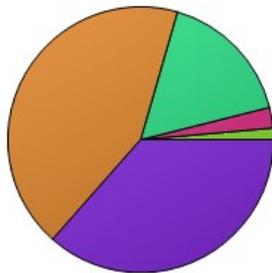
	Count	Percentage
Strongly Agree	215	33.75%
Agree	290	45.53%
Neutral	107	16.8%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>637</b>	<b>100%</b>

10) This school is preparing me well for what I want to do after middle/high school.



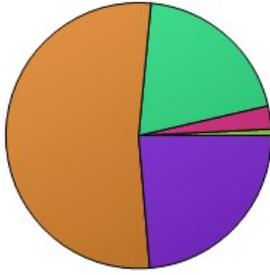
	Count	Percentage
Strongly Agree	232	36.36%
Agree	297	46.55%
Neutral	86	13.48%
Disagree	15	2.35%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>638</b>	<b>100%</b>

11) I think this is a good school.



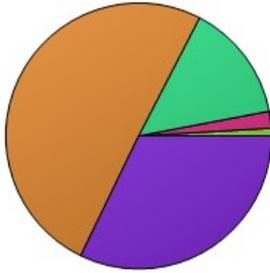
	Count	Percentage
Strongly Agree	233	36.52%
Agree	274	42.95%
Neutral	106	16.61%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>638</b>	<b>100%</b>

12) Students have opportunities to learn from each other at this school.



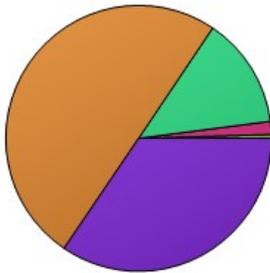
	Count	Percentage
Strongly Agree	151	23.67%
Agree	337	52.82%
Neutral	127	19.91%
Disagree	18	2.82%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

13) At this school, teachers assist me with assignments when I ask for help.



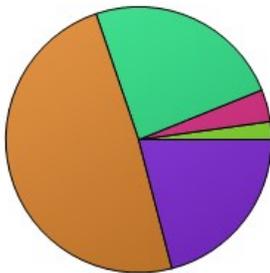
	Count	Percentage
Strongly Agree	205	32.18%
Agree	321	50.39%
Neutral	92	14.44%
Disagree	13	2.04%
Strongly Disagree	6	0.94%
<b>Total</b>	<b>637</b>	<b>100%</b>

14) At this school, teachers set high standards for achievement in their classes.



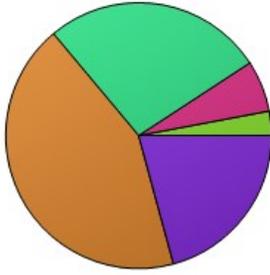
	Count	Percentage
Strongly Agree	219	34.49%
Agree	317	49.92%
Neutral	86	13.54%
Disagree	10	1.57%
Strongly Disagree	3	0.47%
<b>Total</b>	<b>635</b>	<b>100%</b>

15) I feel well prepared for classroom tests.



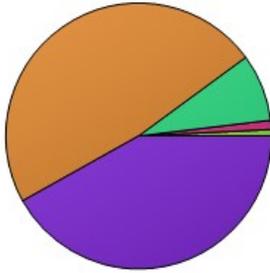
	Count	Percentage
Strongly Agree	134	20.97%
Agree	312	48.83%
Neutral	154	24.1%
Disagree	25	3.91%
Strongly Disagree	14	2.19%
<b>Total</b>	<b>639</b>	<b>100%</b>

16) I feel well prepared for the state assessment tests (i.e. STAAR).



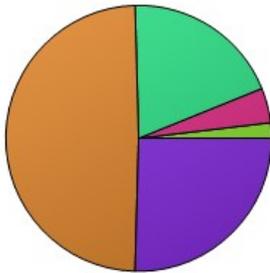
	Count	Percentage
Strongly Agree	133	20.78%
Agree	276	43.12%
Neutral	172	26.88%
Disagree	40	6.25%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>640</b>	<b>100%</b>

17) I am aware of the rules in this school.



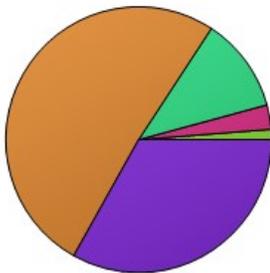
	Count	Percentage
Strongly Agree	266	41.89%
Agree	305	48.03%
Neutral	52	8.19%
Disagree	7	1.1%
Strongly Disagree	5	0.79%
<b>Total</b>	<b>635</b>	<b>100%</b>

18) I am offered a variety of course choices at my school.



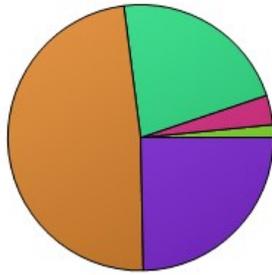
	Count	Percentage
Strongly Agree	162	25.43%
Agree	313	49.14%
Neutral	123	19.31%
Disagree	27	4.24%
Strongly Disagree	12	1.88%
<b>Total</b>	<b>637</b>	<b>100%</b>

19) I have access to extracurricular activities/opportunities at my school.



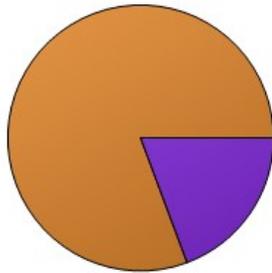
	Count	Percentage
Strongly Agree	212	33.12%
Agree	327	51.09%
Neutral	74	11.56%
Disagree	19	2.97%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>640</b>	<b>100%</b>

20) This school offers opportunities to apply what I learn to everyday situations.



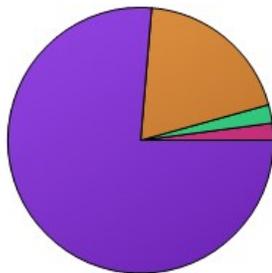
	Count	Percentage
Strongly Agree	158	24.69%
Agree	309	48.28%
Neutral	140	21.88%
Disagree	23	3.59%
Strongly Disagree	10	1.56%
<b>Total</b>	<b>640</b>	<b>100%</b>

21) Have you been bullied by someone in your school?



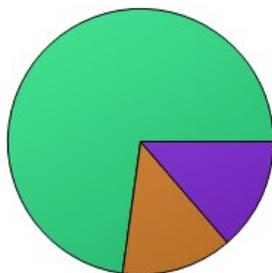
	Count	Percentage
Yes	120	19.32%
No	501	80.68%
<b>Total</b>	<b>621</b>	<b>100%</b>

22) How often have you been bullied at your school?



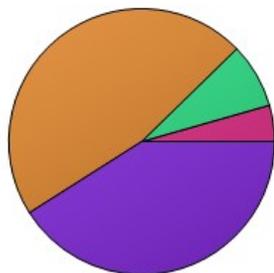
	Count	Percentage
Never	477	76.32%
Once in a While	121	19.36%
Frequently	14	2.24%
Daily	13	2.08%
<b>Total</b>	<b>625</b>	<b>100%</b>

23) Did you seek help when you were bullied?



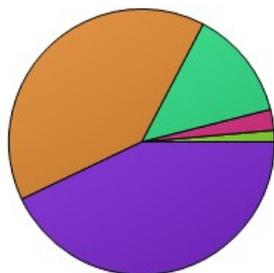
	Count	Percentage
Yes	86	13.67%
No	85	13.51%
I have not been bullied	458	72.81%
<b>Total</b>	<b>629</b>	<b>100%</b>

24) How often have you seen other student's being bullied at your school?



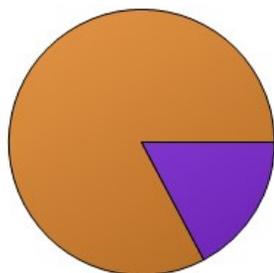
	Count	Percentage
Never	260	41.01%
Once in a While	296	46.69%
Frequently	50	7.89%
Daily	28	4.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

25) I am given enough information on how to handle bullying.



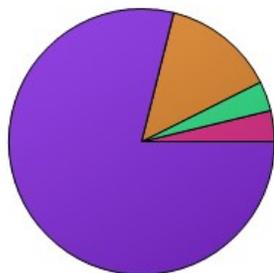
	Count	Percentage
Strongly Agree	272	42.9%
Agree	252	39.75%
Neutral	85	13.41%
Disagree	16	2.52%
Strongly Disagree	9	1.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

26) During the school year, has someone verbally threatened you at your school?



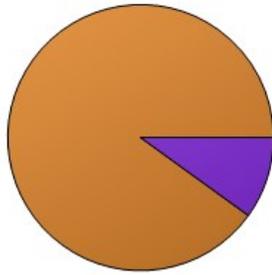
	Count	Percentage
Yes	109	17.25%
No	523	82.75%
<b>Total</b>	<b>632</b>	<b>100%</b>

27) How many times have you been verbally threatened at your school?



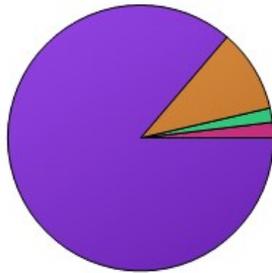
	Count	Percentage
Never	501	78.9%
1 or 2 times	87	13.7%
3 or 4 times	23	3.62%
More than 4 times	24	3.78%
<b>Total</b>	<b>635</b>	<b>100%</b>

28) During the school year, has someone physically threatened, attacked, or hurt you at your school?



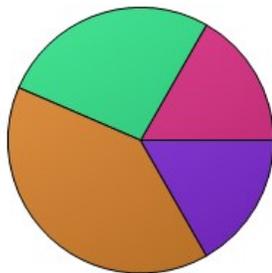
	Count	Percentage
Yes	63	9.95%
No	570	90.05%
<b>Total</b>	<b>633</b>	<b>100%</b>

29) How many times have you been physically threatened at your school?



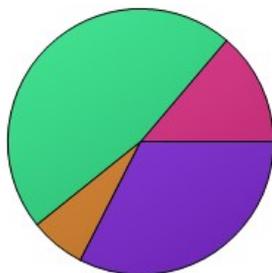
	Count	Percentage
Never	546	86.26%
1 or 2 times	64	10.11%
3 or 4 times	11	1.74%
More than 4 times	12	1.9%
<b>Total</b>	<b>633</b>	<b>100%</b>

30) In your opinion, fights are a serious problem at your school.



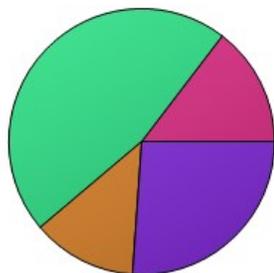
	Count	Percentage
No Problem	107	16.74%
Small Problem	254	39.75%
Serious Problem	171	26.76%
Don't Know	107	16.74%
<b>Total</b>	<b>639</b>	<b>100%</b>

31) In your opinion, carrying weapons is a serious problem at your school.



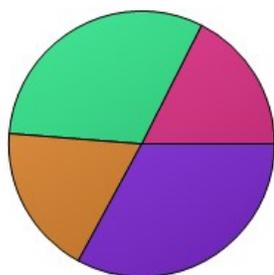
	Count	Percentage
No Problem	207	32.5%
Small Problem	43	6.75%
Serious Problem	299	46.94%
Don't Know	88	13.81%
<b>Total</b>	<b>637</b>	<b>100%</b>

32) In your opinion, drugs (use/selling/distribution) are a serious problem at your school.



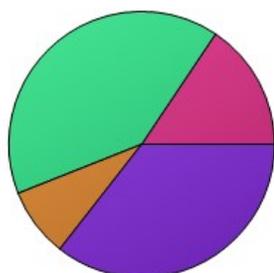
	Count	Percentage
No Problem	166	26.1%
Small Problem	81	12.74%
Serious Problem	296	46.54%
Don't Know	93	14.62%
<b>Total</b>	<b>636</b>	<b>100%</b>

33) In your opinion, gangs are a serious problem at your school.



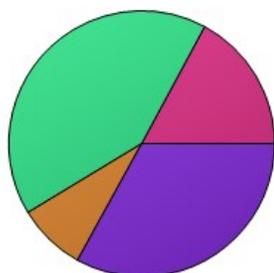
	Count	Percentage
No Problem	210	32.92%
Small Problem	117	18.34%
Serious Problem	199	31.19%
Don't Know	112	17.55%
<b>Total</b>	<b>638</b>	<b>100%</b>

34) In your opinion, alcohol use is a serious problem at your school.



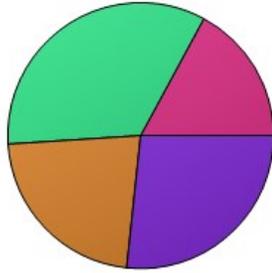
	Count	Percentage
No Problem	228	35.57%
Small Problem	54	8.42%
Serious Problem	259	40.41%
Don't Know	100	15.6%
<b>Total</b>	<b>641</b>	<b>100%</b>

35) In your opinion, tobacco use is a serious problem at your school.



	Count	Percentage
No Problem	210	33.02%
Small Problem	53	8.33%
Serious Problem	264	41.51%
Don't Know	109	17.14%
<b>Total</b>	<b>636</b>	<b>100%</b>

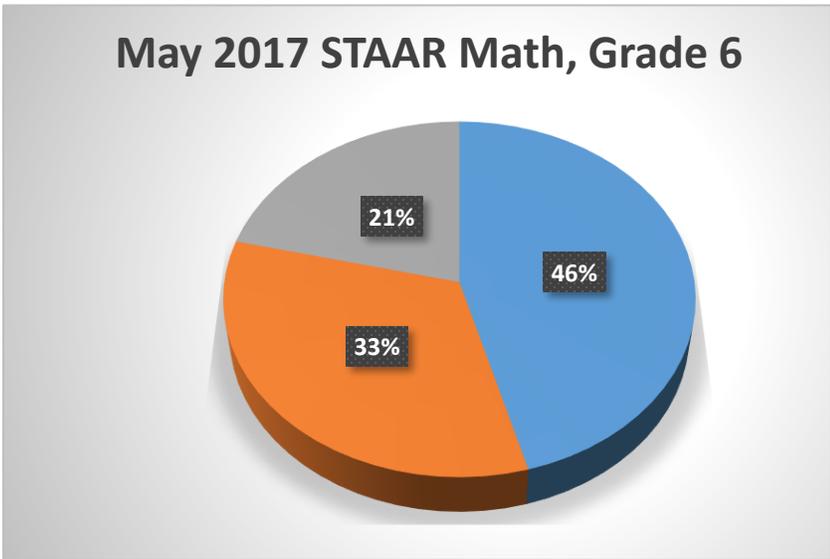
36) In your opinion, vandalism/graffiti/tagging is a serious problem at your school.



	Count	Percentage
No Problem	170	26.69%
Small Problem	142	22.29%
Serious Problem	216	33.91%
Don't Know	109	17.11%
<b>Total</b>	<b>637</b>	<b>100%</b>

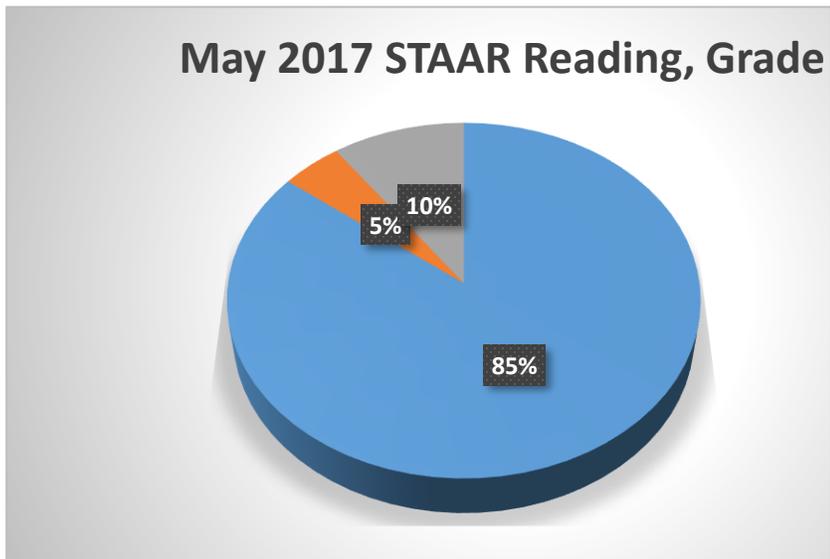
May 2017 STAAR Mathematics, Grade 6

REMS	76.99%
LEP	55.74%
SpED	35.71%



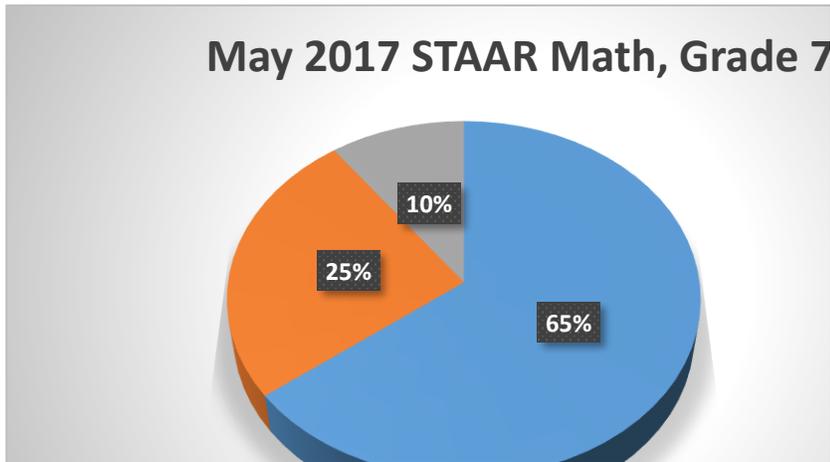
May 2017 STAAR Reading, Grade 6

REMS	61.50%
LEP	3.28%
SpED	7.14%



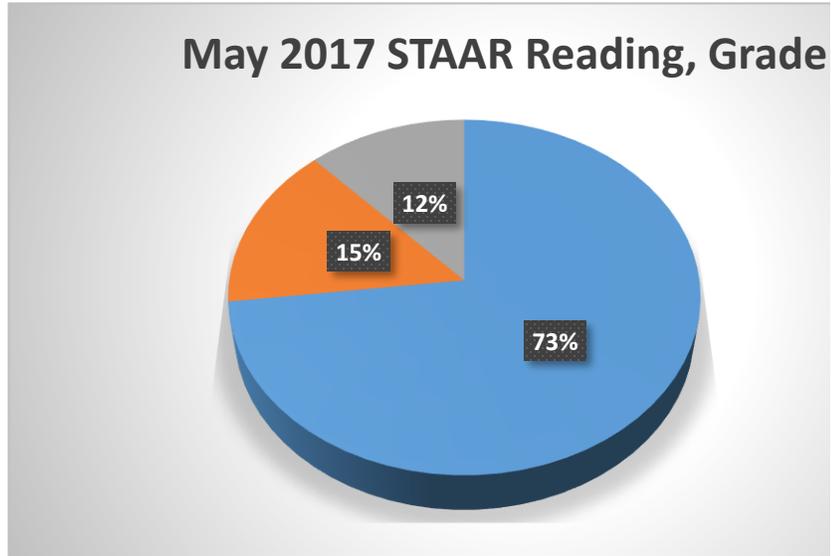
May 2017 STAAR Math, Grade 7

REMS	63.89%
LEP	25%
SpED	10%



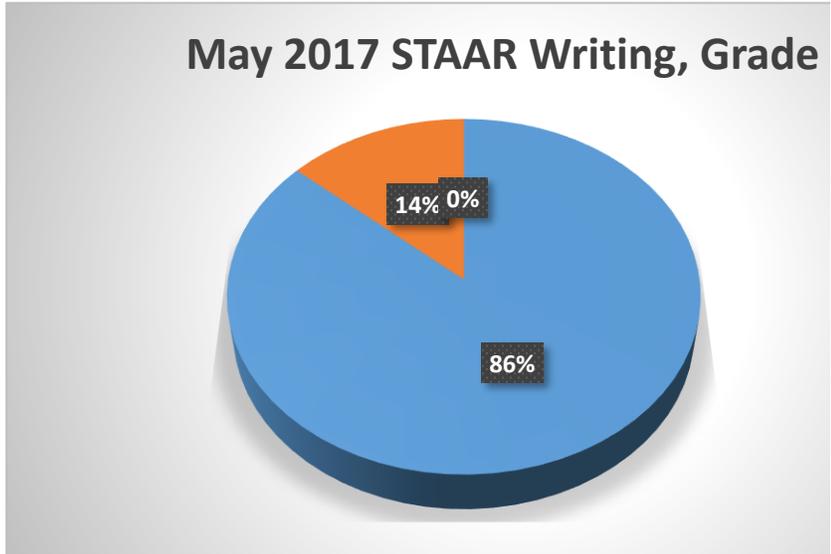
May 2017 STAAR Reading, Grade 7

REMS	61.11%
LEP	12.50%
SpED	10%



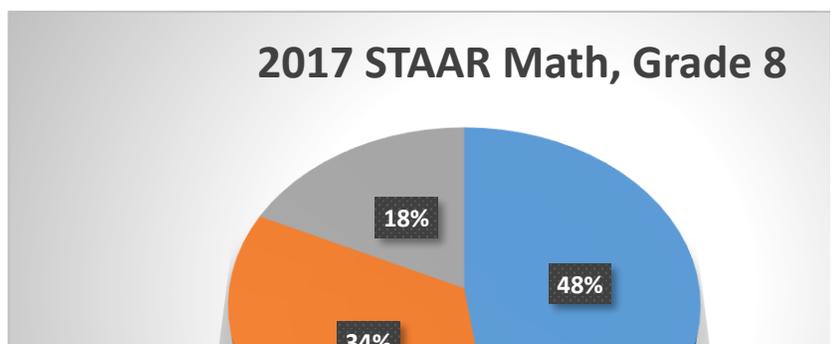
May 2017 STAAR Writing, Grade 7

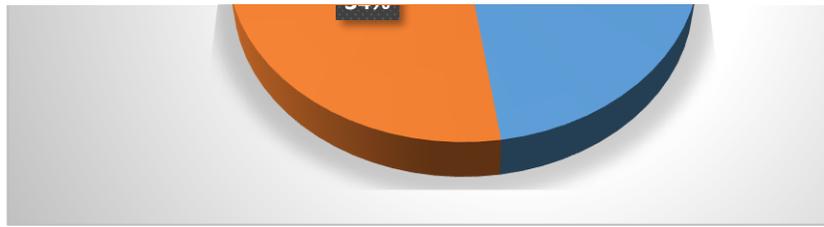
REMS	64.98%
LEP	10.20%
SpED	0%



2017 STAAR Math, Grade 8

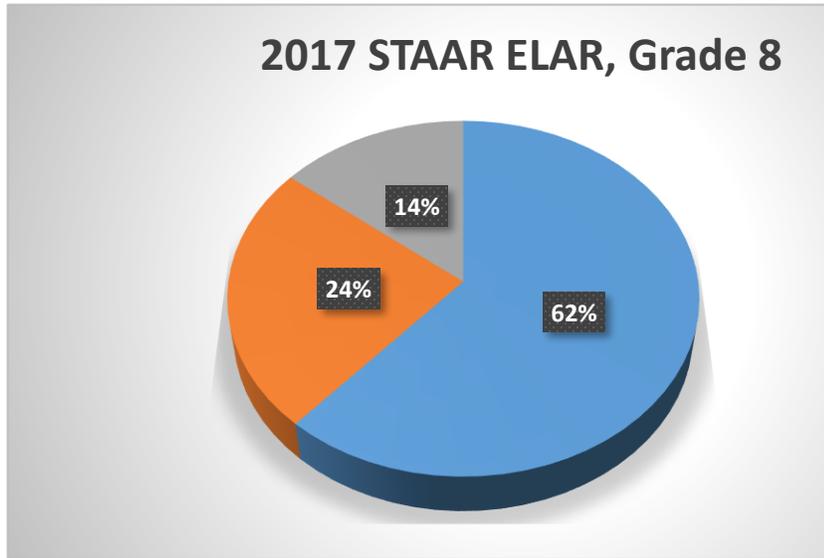
REMS	88.12%
LEP	63.41%
SpED	33.33%





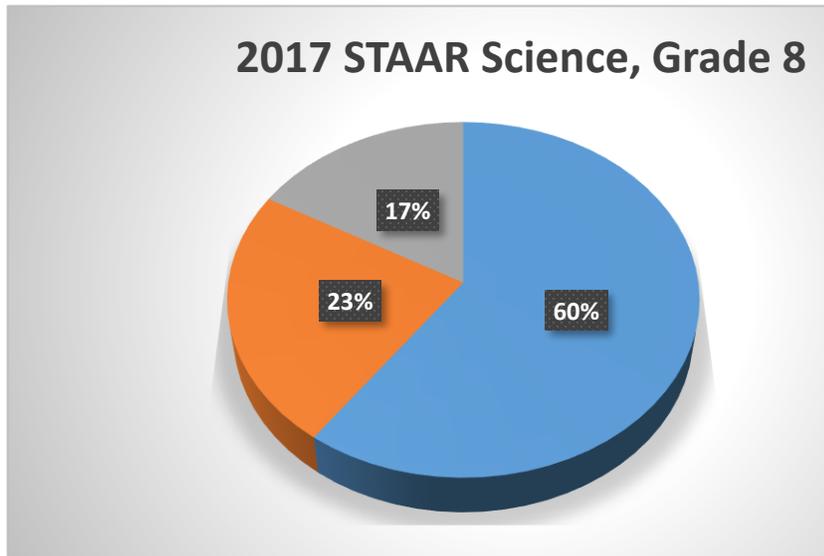
2017 STAAR ELAR, Grade 8

REMS	86.49%
LEP	34.09%
SpED	20.00%



2017 STAAR Science, Grade 8

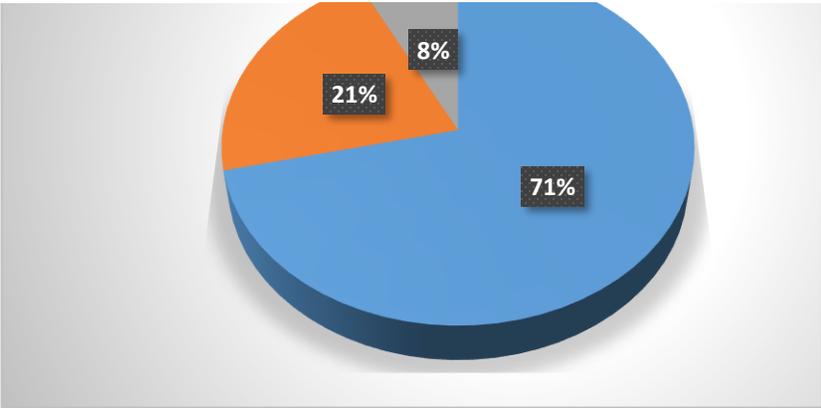
REMS	71.76%
LEP	27.91%
SpED	20.00%



2017 STAAR Social Studies, Grade 8

REMS	63.14%
LEP	18.60%
SpED	6.67%



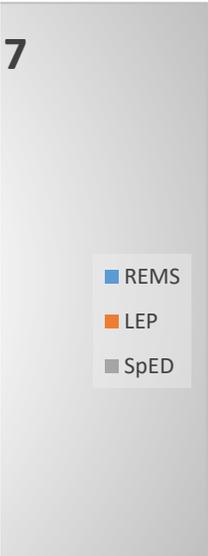
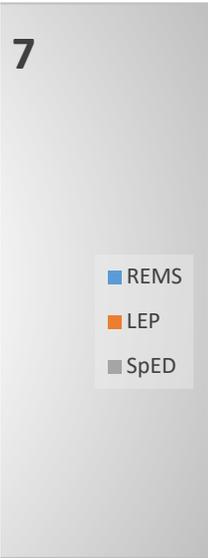


- REMS
- LEP
- SpED

6

- REMS
- LEP
- SpED

- REMS
- LEP
- SpED



■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

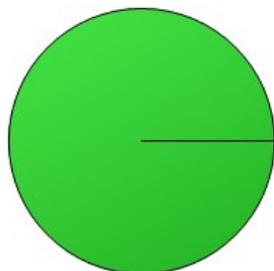
■ LEP

■ SpED

# Summary Report

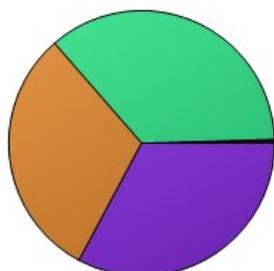
All

1) What is your campus?



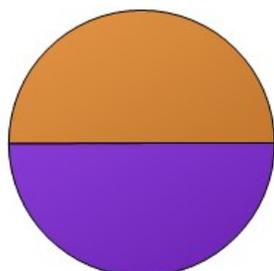
	Count	Percentage
Clint Early College High School	0	0%
Clint High School	0	0%
Horizon High School	0	0%
Mountain View High School	0	0%
Clint Junior High School	0	0%
East Montana Middle School	0	0%
Horizon Middle School	0	0%
Ricardo Estrada Middle School	643	100%
<b>Total</b>	<b>643</b>	<b>100%</b>

2) What is your grade level?



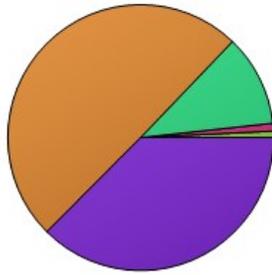
	Count	Percentage
06	211	32.81%
07	198	30.79%
08	231	35.93%
09	1	0.16%
10	0	0%
11	0	0%
12	2	0.31%
<b>Total</b>	<b>643</b>	<b>100%</b>

3) What is your gender?



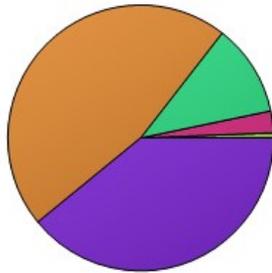
	Count	Percentage
Female	321	49.92%
Male	322	50.08%
<b>Total</b>	<b>643</b>	<b>100%</b>

4) I am treated with respect by school administrators at this school.



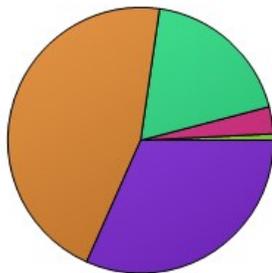
	Count	Percentage
Strongly Agree	239	37.46%
Agree	317	49.69%
Neutral	71	11.13%
Disagree	6	0.94%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

5) I am treated with respect by teachers at this school.



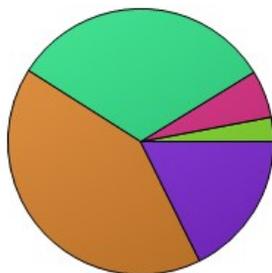
	Count	Percentage
Strongly Agree	251	39.1%
Agree	298	46.42%
Neutral	72	11.21%
Disagree	17	2.65%
Strongly Disagree	4	0.62%
<b>Total</b>	<b>642</b>	<b>100%</b>

6) School staff has a positive attitude towards students at this school.



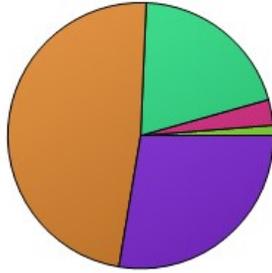
	Count	Percentage
Strongly Agree	202	31.66%
Agree	291	45.61%
Neutral	119	18.65%
Disagree	21	3.29%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

7) I am treated with respect by other students in this school.



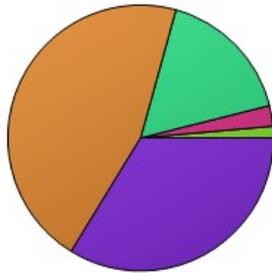
	Count	Percentage
Strongly Agree	113	17.68%
Agree	264	41.31%
Neutral	206	32.24%
Disagree	37	5.79%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>639</b>	<b>100%</b>

8) I feel safe at this school.



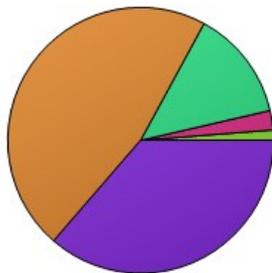
	Count	Percentage
Strongly Agree	177	27.61%
Agree	308	48.05%
Neutral	128	19.97%
Disagree	20	3.12%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>641</b>	<b>100%</b>

9) This school is clean and well-maintained.



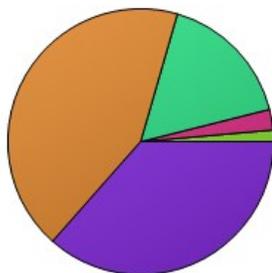
	Count	Percentage
Strongly Agree	215	33.75%
Agree	290	45.53%
Neutral	107	16.8%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>637</b>	<b>100%</b>

10) This school is preparing me well for what I want to do after middle/high school.



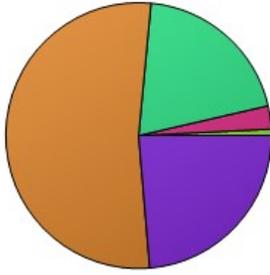
	Count	Percentage
Strongly Agree	232	36.36%
Agree	297	46.55%
Neutral	86	13.48%
Disagree	15	2.35%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>638</b>	<b>100%</b>

11) I think this is a good school.



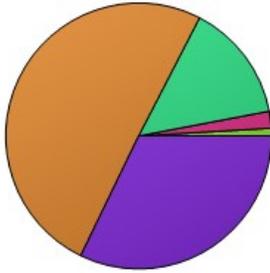
	Count	Percentage
Strongly Agree	233	36.52%
Agree	274	42.95%
Neutral	106	16.61%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>638</b>	<b>100%</b>

12) Students have opportunities to learn from each other at this school.



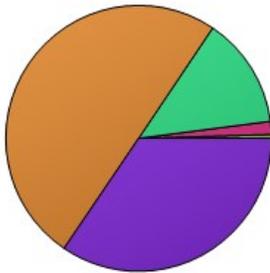
	Count	Percentage
Strongly Agree	151	23.67%
Agree	337	52.82%
Neutral	127	19.91%
Disagree	18	2.82%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

13) At this school, teachers assist me with assignments when I ask for help.



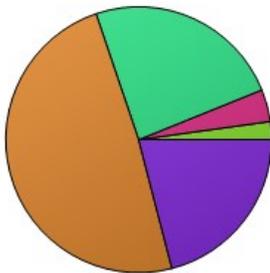
	Count	Percentage
Strongly Agree	205	32.18%
Agree	321	50.39%
Neutral	92	14.44%
Disagree	13	2.04%
Strongly Disagree	6	0.94%
<b>Total</b>	<b>637</b>	<b>100%</b>

14) At this school, teachers set high standards for achievement in their classes.



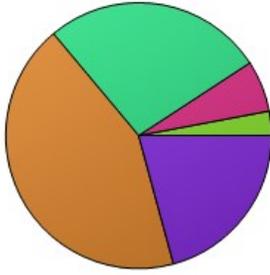
	Count	Percentage
Strongly Agree	219	34.49%
Agree	317	49.92%
Neutral	86	13.54%
Disagree	10	1.57%
Strongly Disagree	3	0.47%
<b>Total</b>	<b>635</b>	<b>100%</b>

15) I feel well prepared for classroom tests.



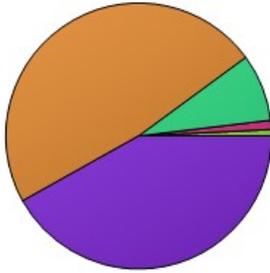
	Count	Percentage
Strongly Agree	134	20.97%
Agree	312	48.83%
Neutral	154	24.1%
Disagree	25	3.91%
Strongly Disagree	14	2.19%
<b>Total</b>	<b>639</b>	<b>100%</b>

16) I feel well prepared for the state assessment tests (i.e. STAAR).



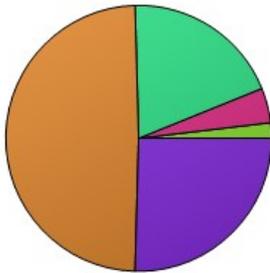
	Count	Percentage
Strongly Agree	133	20.78%
Agree	276	43.12%
Neutral	172	26.88%
Disagree	40	6.25%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>640</b>	<b>100%</b>

17) I am aware of the rules in this school.



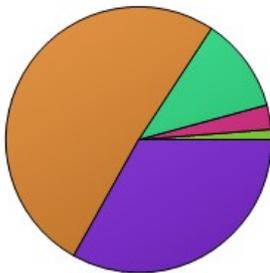
	Count	Percentage
Strongly Agree	266	41.89%
Agree	305	48.03%
Neutral	52	8.19%
Disagree	7	1.1%
Strongly Disagree	5	0.79%
<b>Total</b>	<b>635</b>	<b>100%</b>

18) I am offered a variety of course choices at my school.



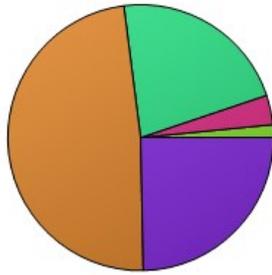
	Count	Percentage
Strongly Agree	162	25.43%
Agree	313	49.14%
Neutral	123	19.31%
Disagree	27	4.24%
Strongly Disagree	12	1.88%
<b>Total</b>	<b>637</b>	<b>100%</b>

19) I have access to extracurricular activities/opportunities at my school.



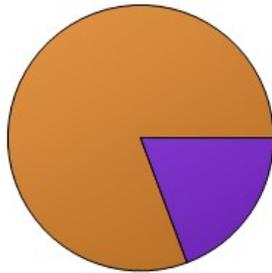
	Count	Percentage
Strongly Agree	212	33.12%
Agree	327	51.09%
Neutral	74	11.56%
Disagree	19	2.97%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>640</b>	<b>100%</b>

20) This school offers opportunities to apply what I learn to everyday situations.



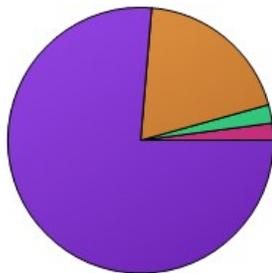
	Count	Percentage
Strongly Agree	158	24.69%
Agree	309	48.28%
Neutral	140	21.88%
Disagree	23	3.59%
Strongly Disagree	10	1.56%
<b>Total</b>	<b>640</b>	<b>100%</b>

21) Have you been bullied by someone in your school?



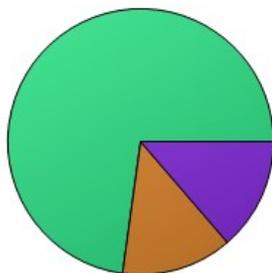
	Count	Percentage
Yes	120	19.32%
No	501	80.68%
<b>Total</b>	<b>621</b>	<b>100%</b>

22) How often have you been bullied at your school?



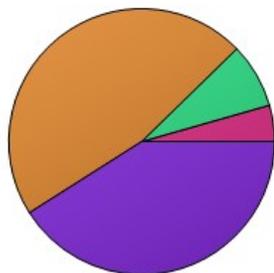
	Count	Percentage
Never	477	76.32%
Once in a While	121	19.36%
Frequently	14	2.24%
Daily	13	2.08%
<b>Total</b>	<b>625</b>	<b>100%</b>

23) Did you seek help when you were bullied?



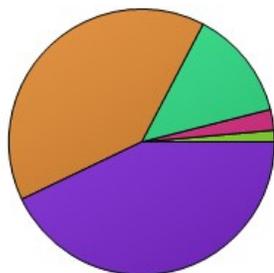
	Count	Percentage
Yes	86	13.67%
No	85	13.51%
I have not been bullied	458	72.81%
<b>Total</b>	<b>629</b>	<b>100%</b>

24) How often have you seen other student's being bullied at your school?



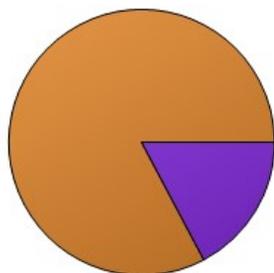
	Count	Percentage
Never	260	41.01%
Once in a While	296	46.69%
Frequently	50	7.89%
Daily	28	4.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

25) I am given enough information on how to handle bullying.



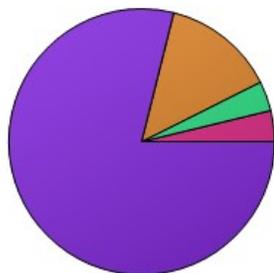
	Count	Percentage
Strongly Agree	272	42.9%
Agree	252	39.75%
Neutral	85	13.41%
Disagree	16	2.52%
Strongly Disagree	9	1.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

26) During the school year, has someone verbally threatened you at your school?



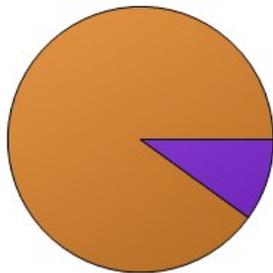
	Count	Percentage
Yes	109	17.25%
No	523	82.75%
<b>Total</b>	<b>632</b>	<b>100%</b>

27) How many times have you been verbally threatened at your school?



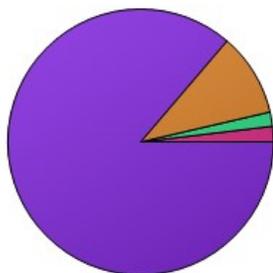
	Count	Percentage
Never	501	78.9%
1 or 2 times	87	13.7%
3 or 4 times	23	3.62%
More than 4 times	24	3.78%
<b>Total</b>	<b>635</b>	<b>100%</b>

28) During the school year, has someone physically threatened, attacked, or hurt you at your school?



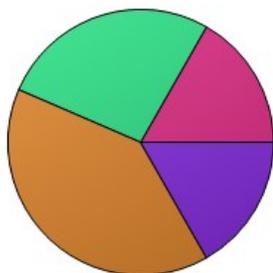
	Count	Percentage
Yes	63	9.95%
No	570	90.05%
<b>Total</b>	<b>633</b>	<b>100%</b>

29) How many times have you been physically threatened at your school?



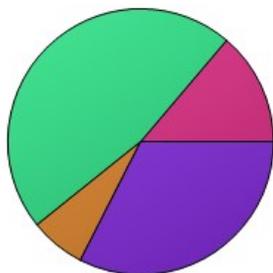
	Count	Percentage
Never	546	86.26%
1 or 2 times	64	10.11%
3 or 4 times	11	1.74%
More than 4 times	12	1.9%
<b>Total</b>	<b>633</b>	<b>100%</b>

30) In your opinion, fights are a serious problem at your school.



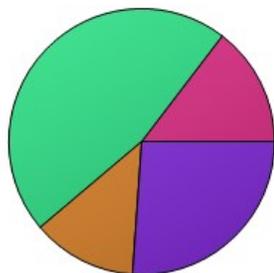
	Count	Percentage
No Problem	107	16.74%
Small Problem	254	39.75%
Serious Problem	171	26.76%
Don't Know	107	16.74%
<b>Total</b>	<b>639</b>	<b>100%</b>

31) In your opinion, carrying weapons is a serious problem at your school.



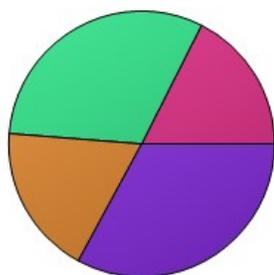
	Count	Percentage
No Problem	207	32.5%
Small Problem	43	6.75%
Serious Problem	299	46.94%
Don't Know	88	13.81%
<b>Total</b>	<b>637</b>	<b>100%</b>

32) In your opinion, drugs (use/selling/distribution) are a serious problem at your school.



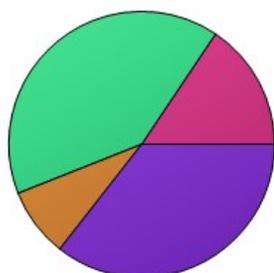
	Count	Percentage
No Problem	166	26.1%
Small Problem	81	12.74%
Serious Problem	296	46.54%
Don't Know	93	14.62%
<b>Total</b>	<b>636</b>	<b>100%</b>

33) In your opinion, gangs are a serious problem at your school.



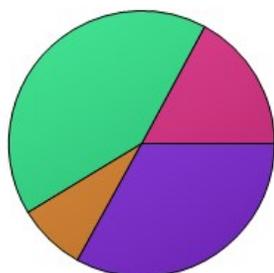
	Count	Percentage
No Problem	210	32.92%
Small Problem	117	18.34%
Serious Problem	199	31.19%
Don't Know	112	17.55%
<b>Total</b>	<b>638</b>	<b>100%</b>

34) In your opinion, alcohol use is a serious problem at your school.



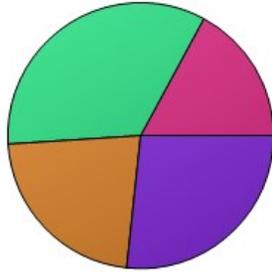
	Count	Percentage
No Problem	228	35.57%
Small Problem	54	8.42%
Serious Problem	259	40.41%
Don't Know	100	15.6%
<b>Total</b>	<b>641</b>	<b>100%</b>

35) In your opinion, tobacco use is a serious problem at your school.



	Count	Percentage
No Problem	210	33.02%
Small Problem	53	8.33%
Serious Problem	264	41.51%
Don't Know	109	17.14%
<b>Total</b>	<b>636</b>	<b>100%</b>

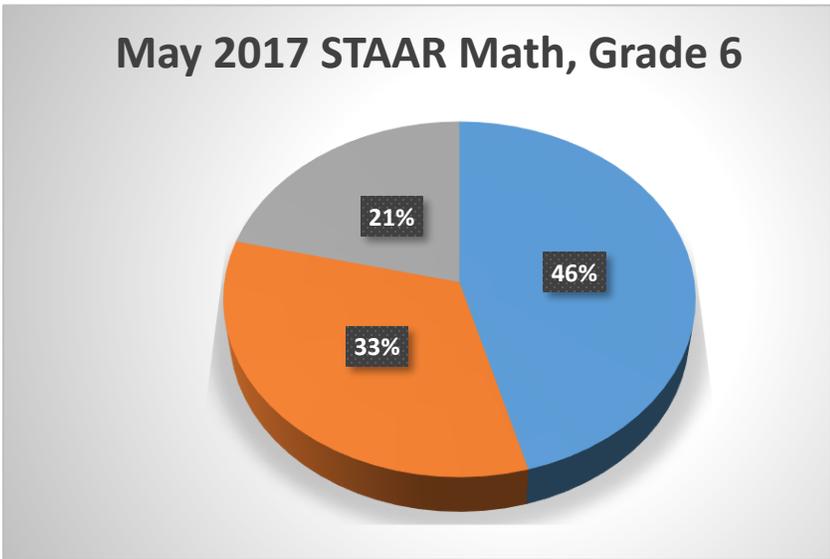
36) In your opinion, vandalism/graffiti/tagging is a serious problem at your school.



	Count	Percentage
No Problem	170	26.69%
Small Problem	142	22.29%
Serious Problem	216	33.91%
Don't Know	109	17.11%
<b>Total</b>	<b>637</b>	<b>100%</b>

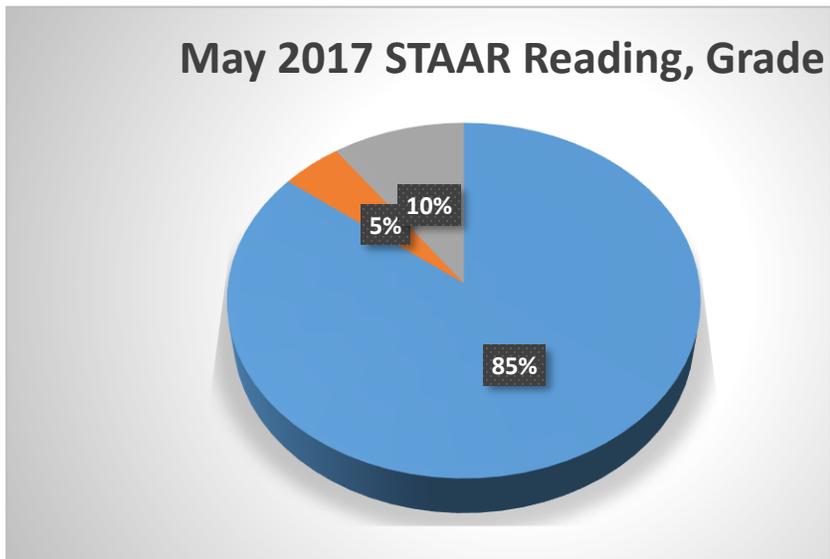
May 2017 STAAR Mathematics, Grade 6

REMS	76.99%
LEP	55.74%
SpED	35.71%



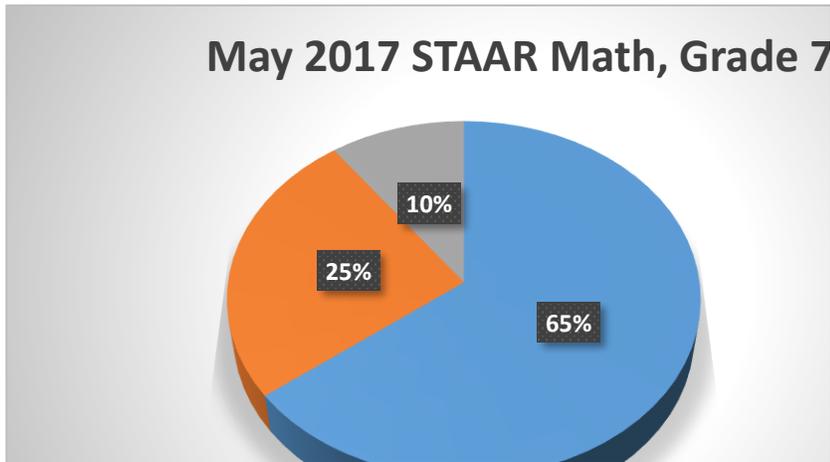
May 2017 STAAR Reading, Grade 6

REMS	61.50%
LEP	3.28%
SpED	7.14%



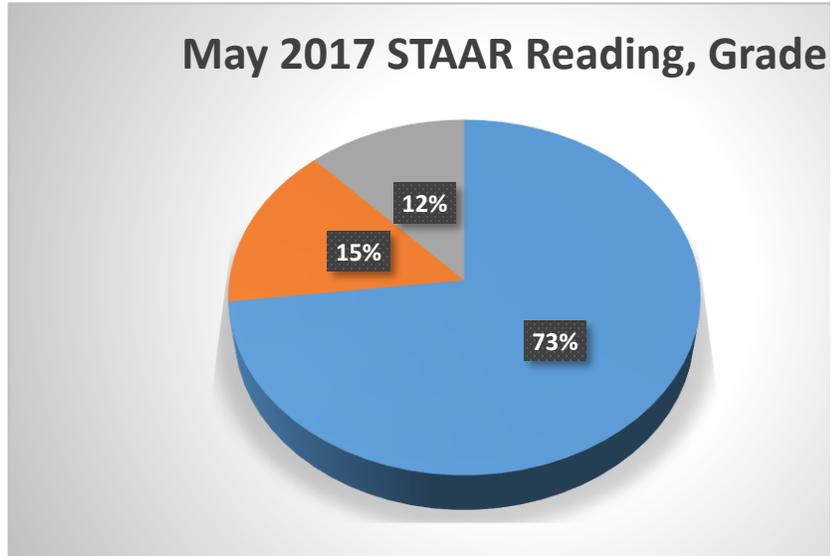
May 2017 STAAR Math, Grade 7

REMS	63.89%
LEP	25%
SpED	10%



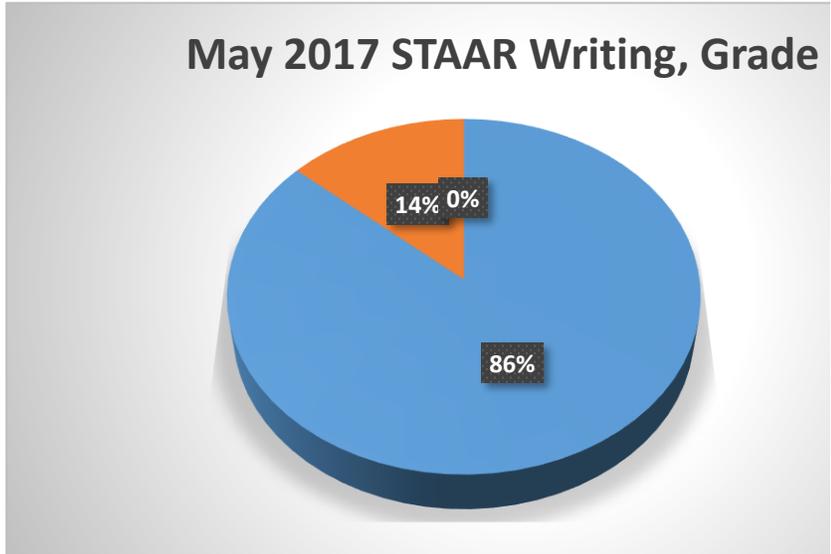
May 2017 STAAR Reading, Grade 7

REMS	61.11%
LEP	12.50%
SpED	10%



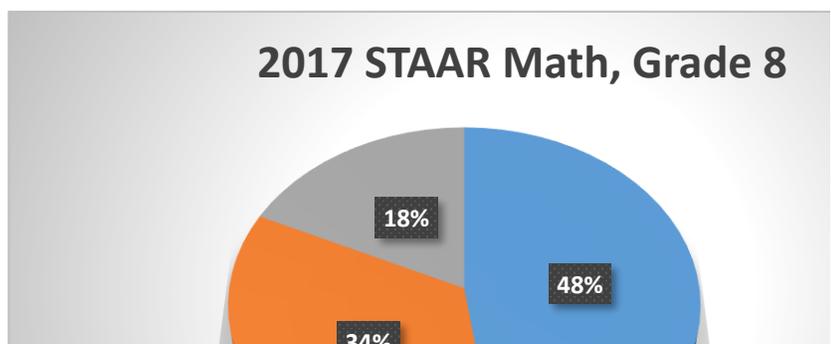
May 2017 STAAR Writing, Grade 7

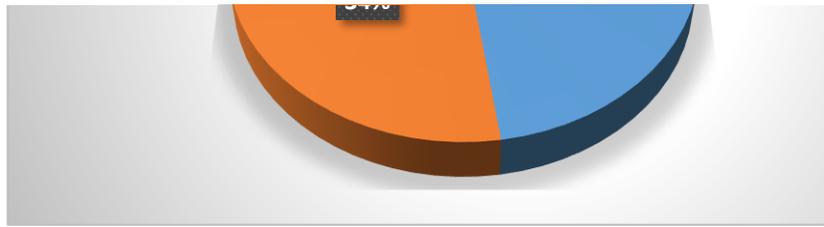
REMS	64.98%
LEP	10.20%
SpED	0%



2017 STAAR Math, Grade 8

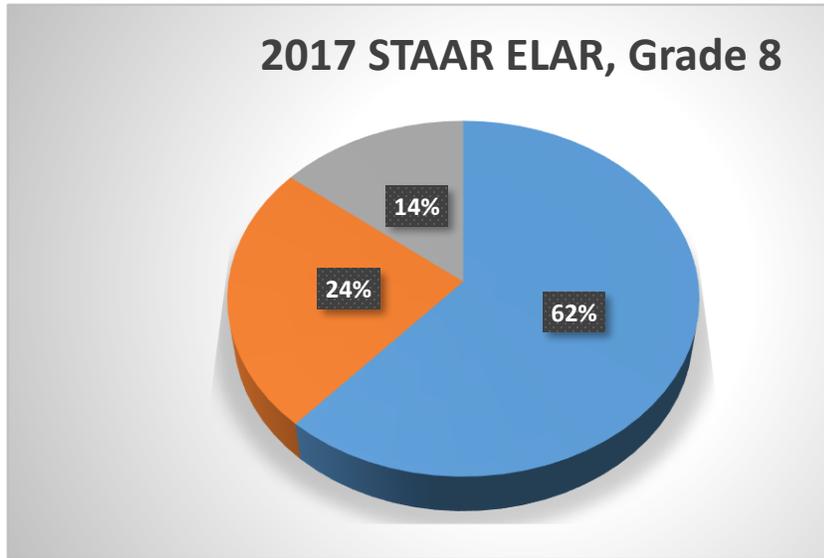
REMS	88.12%
LEP	63.41%
SpED	33.33%





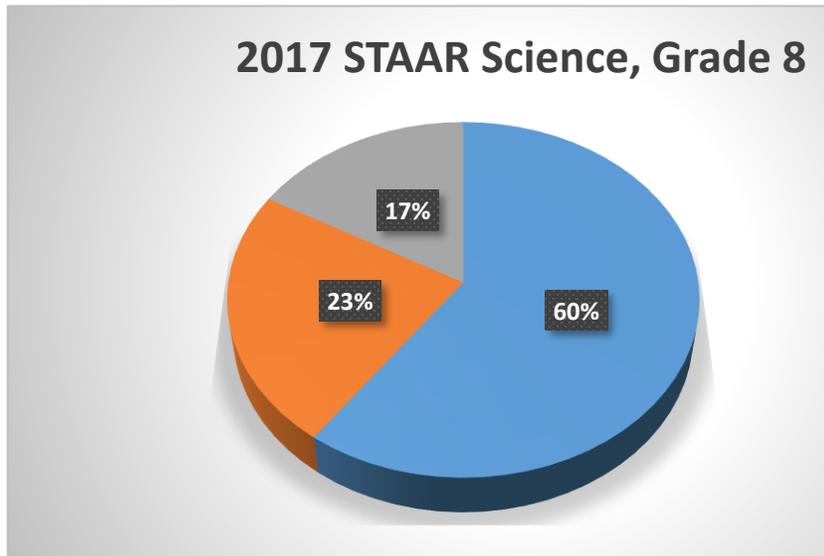
2017 STAAR ELAR, Grade 8

REMS	86.49%
LEP	34.09%
SpED	20.00%



2017 STAAR Science, Grade 8

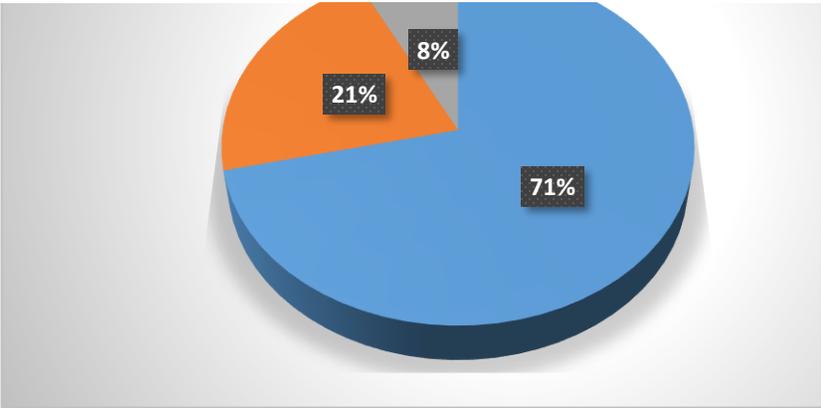
REMS	71.76%
LEP	27.91%
SpED	20.00%



2017 STAAR Social Studies, Grade 8

REMS	63.14%
LEP	18.60%
SpED	6.67%



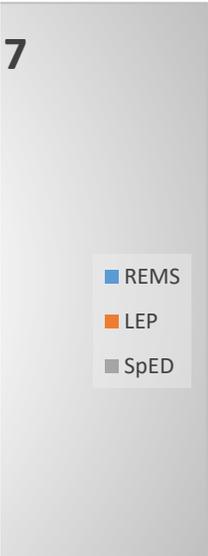
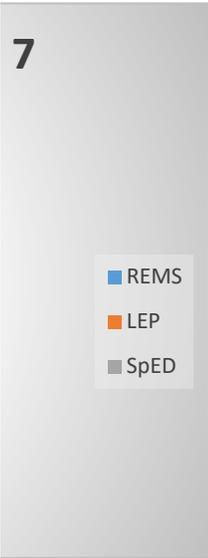


- REMS
- LEP
- SpED

6

- REMS
- LEP
- SpED

- REMS
- LEP
- SpED



■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

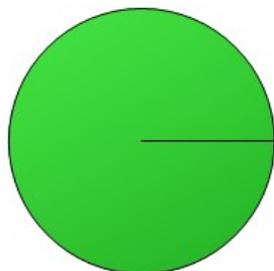
■ LEP

■ SpED

# Summary Report

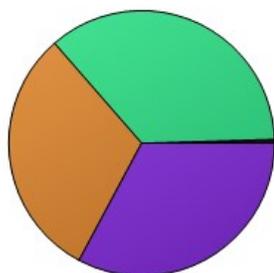
All

1) What is your campus?



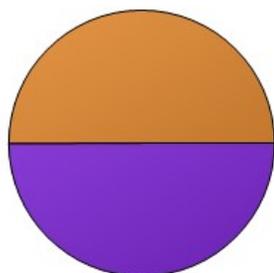
	Count	Percentage
Clint Early College High School	0	0%
Clint High School	0	0%
Horizon High School	0	0%
Mountain View High School	0	0%
Clint Junior High School	0	0%
East Montana Middle School	0	0%
Horizon Middle School	0	0%
Ricardo Estrada Middle School	643	100%
<b>Total</b>	<b>643</b>	<b>100%</b>

2) What is your grade level?



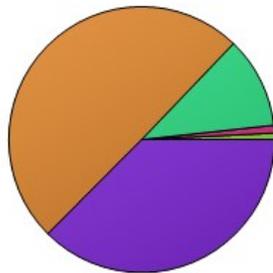
	Count	Percentage
06	211	32.81%
07	198	30.79%
08	231	35.93%
09	1	0.16%
10	0	0%
11	0	0%
12	2	0.31%
<b>Total</b>	<b>643</b>	<b>100%</b>

3) What is your gender?



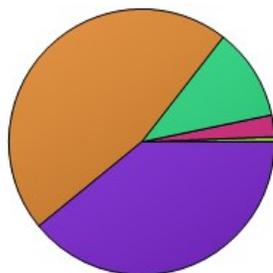
	Count	Percentage
Female	321	49.92%
Male	322	50.08%
<b>Total</b>	<b>643</b>	<b>100%</b>

4) I am treated with respect by school administrators at this school.



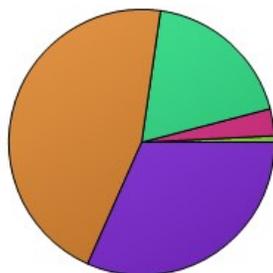
	Count	Percentage
Strongly Agree	239	37.46%
Agree	317	49.69%
Neutral	71	11.13%
Disagree	6	0.94%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

5) I am treated with respect by teachers at this school.



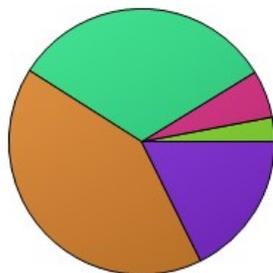
	Count	Percentage
Strongly Agree	251	39.1%
Agree	298	46.42%
Neutral	72	11.21%
Disagree	17	2.65%
Strongly Disagree	4	0.62%
<b>Total</b>	<b>642</b>	<b>100%</b>

6) School staff has a positive attitude towards students at this school.



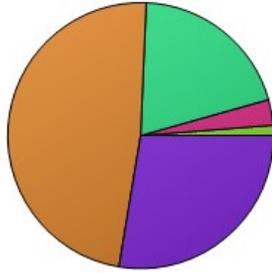
	Count	Percentage
Strongly Agree	202	31.66%
Agree	291	45.61%
Neutral	119	18.65%
Disagree	21	3.29%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

7) I am treated with respect by other students in this school.



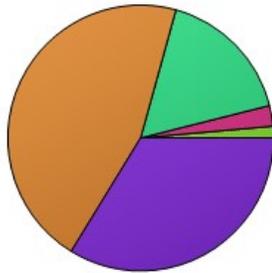
	Count	Percentage
Strongly Agree	113	17.68%
Agree	264	41.31%
Neutral	206	32.24%
Disagree	37	5.79%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>639</b>	<b>100%</b>

8) I feel safe at this school.



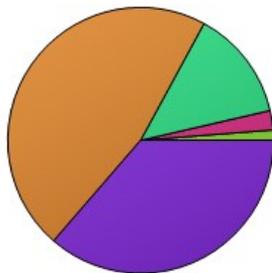
	Count	Percentage
Strongly Agree	177	27.61%
Agree	308	48.05%
Neutral	128	19.97%
Disagree	20	3.12%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>641</b>	<b>100%</b>

9) This school is clean and well-maintained.



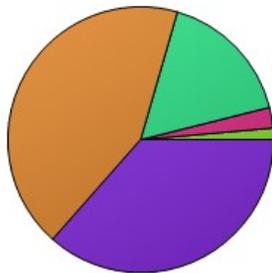
	Count	Percentage
Strongly Agree	215	33.75%
Agree	290	45.53%
Neutral	107	16.8%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>637</b>	<b>100%</b>

10) This school is preparing me well for what I want to do after middle/high school.



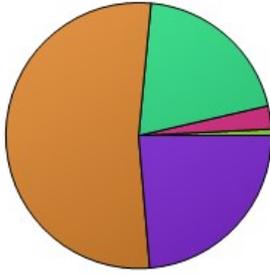
	Count	Percentage
Strongly Agree	232	36.36%
Agree	297	46.55%
Neutral	86	13.48%
Disagree	15	2.35%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>638</b>	<b>100%</b>

11) I think this is a good school.



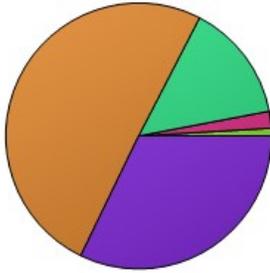
	Count	Percentage
Strongly Agree	233	36.52%
Agree	274	42.95%
Neutral	106	16.61%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>638</b>	<b>100%</b>

12) Students have opportunities to learn from each other at this school.



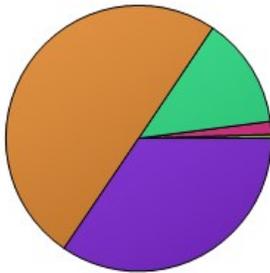
	Count	Percentage
Strongly Agree	151	23.67%
Agree	337	52.82%
Neutral	127	19.91%
Disagree	18	2.82%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

13) At this school, teachers assist me with assignments when I ask for help.



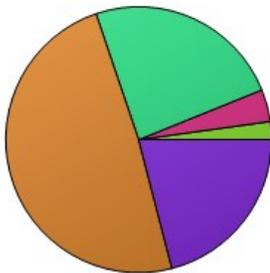
	Count	Percentage
Strongly Agree	205	32.18%
Agree	321	50.39%
Neutral	92	14.44%
Disagree	13	2.04%
Strongly Disagree	6	0.94%
<b>Total</b>	<b>637</b>	<b>100%</b>

14) At this school, teachers set high standards for achievement in their classes.



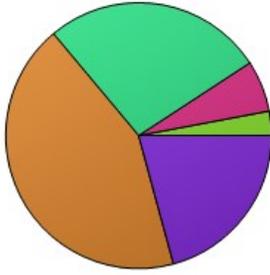
	Count	Percentage
Strongly Agree	219	34.49%
Agree	317	49.92%
Neutral	86	13.54%
Disagree	10	1.57%
Strongly Disagree	3	0.47%
<b>Total</b>	<b>635</b>	<b>100%</b>

15) I feel well prepared for classroom tests.



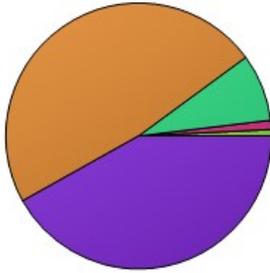
	Count	Percentage
Strongly Agree	134	20.97%
Agree	312	48.83%
Neutral	154	24.1%
Disagree	25	3.91%
Strongly Disagree	14	2.19%
<b>Total</b>	<b>639</b>	<b>100%</b>

16) I feel well prepared for the state assessment tests (i.e. STAAR).



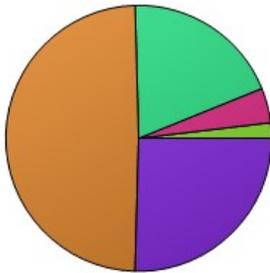
	Count	Percentage
Strongly Agree	133	20.78%
Agree	276	43.12%
Neutral	172	26.88%
Disagree	40	6.25%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>640</b>	<b>100%</b>

17) I am aware of the rules in this school.



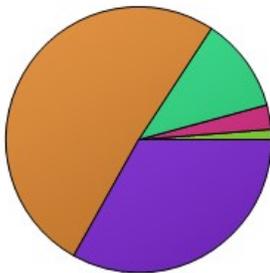
	Count	Percentage
Strongly Agree	266	41.89%
Agree	305	48.03%
Neutral	52	8.19%
Disagree	7	1.1%
Strongly Disagree	5	0.79%
<b>Total</b>	<b>635</b>	<b>100%</b>

18) I am offered a variety of course choices at my school.



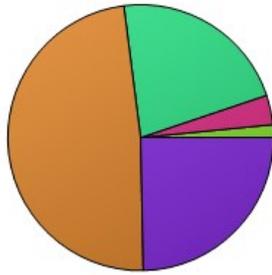
	Count	Percentage
Strongly Agree	162	25.43%
Agree	313	49.14%
Neutral	123	19.31%
Disagree	27	4.24%
Strongly Disagree	12	1.88%
<b>Total</b>	<b>637</b>	<b>100%</b>

19) I have access to extracurricular activities/opportunities at my school.



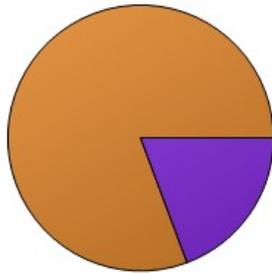
	Count	Percentage
Strongly Agree	212	33.12%
Agree	327	51.09%
Neutral	74	11.56%
Disagree	19	2.97%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>640</b>	<b>100%</b>

20) This school offers opportunities to apply what I learn to everyday situations.



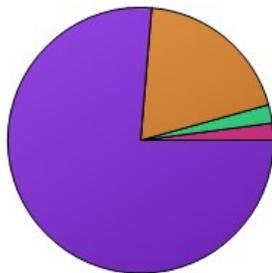
	Count	Percentage
Strongly Agree	158	24.69%
Agree	309	48.28%
Neutral	140	21.88%
Disagree	23	3.59%
Strongly Disagree	10	1.56%
<b>Total</b>	<b>640</b>	<b>100%</b>

21) Have you been bullied by someone in your school?



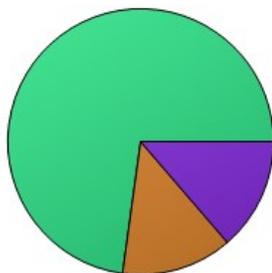
	Count	Percentage
Yes	120	19.32%
No	501	80.68%
<b>Total</b>	<b>621</b>	<b>100%</b>

22) How often have you been bullied at your school?



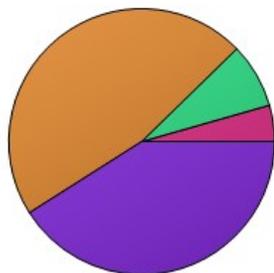
	Count	Percentage
Never	477	76.32%
Once in a While	121	19.36%
Frequently	14	2.24%
Daily	13	2.08%
<b>Total</b>	<b>625</b>	<b>100%</b>

23) Did you seek help when you were bullied?



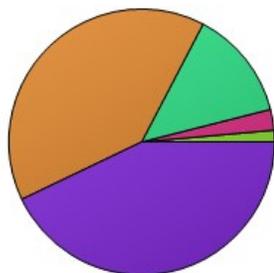
	Count	Percentage
Yes	86	13.67%
No	85	13.51%
I have not been bullied	458	72.81%
<b>Total</b>	<b>629</b>	<b>100%</b>

24) How often have you seen other student's being bullied at your school?



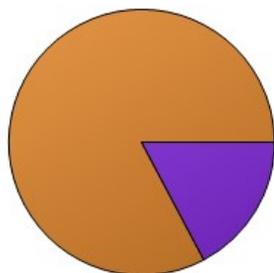
	Count	Percentage
Never	260	41.01%
Once in a While	296	46.69%
Frequently	50	7.89%
Daily	28	4.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

25) I am given enough information on how to handle bullying.



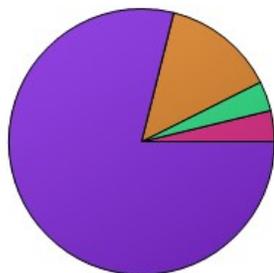
	Count	Percentage
Strongly Agree	272	42.9%
Agree	252	39.75%
Neutral	85	13.41%
Disagree	16	2.52%
Strongly Disagree	9	1.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

26) During the school year, has someone verbally threatened you at your school?



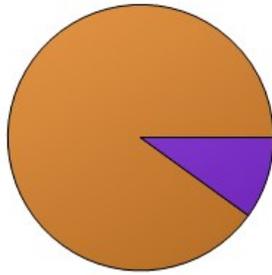
	Count	Percentage
Yes	109	17.25%
No	523	82.75%
<b>Total</b>	<b>632</b>	<b>100%</b>

27) How many times have you been verbally threatened at your school?



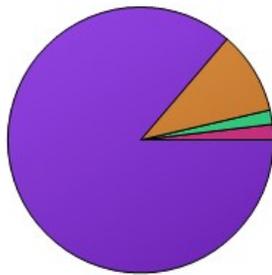
	Count	Percentage
Never	501	78.9%
1 or 2 times	87	13.7%
3 or 4 times	23	3.62%
More than 4 times	24	3.78%
<b>Total</b>	<b>635</b>	<b>100%</b>

28) During the school year, has someone physically threatened, attacked, or hurt you at your school?



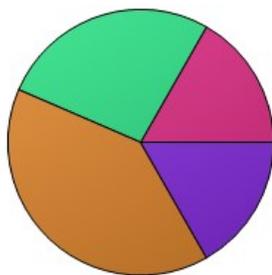
	Count	Percentage
Yes	63	9.95%
No	570	90.05%
<b>Total</b>	<b>633</b>	<b>100%</b>

29) How many times have you been physically threatened at your school?



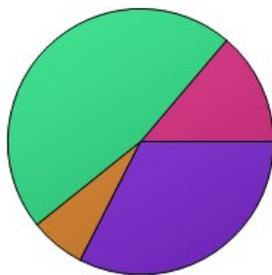
	Count	Percentage
Never	546	86.26%
1 or 2 times	64	10.11%
3 or 4 times	11	1.74%
More than 4 times	12	1.9%
<b>Total</b>	<b>633</b>	<b>100%</b>

30) In your opinion, fights are a serious problem at your school.



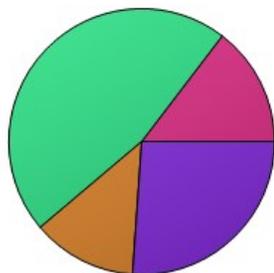
	Count	Percentage
No Problem	107	16.74%
Small Problem	254	39.75%
Serious Problem	171	26.76%
Don't Know	107	16.74%
<b>Total</b>	<b>639</b>	<b>100%</b>

31) In your opinion, carrying weapons is a serious problem at your school.



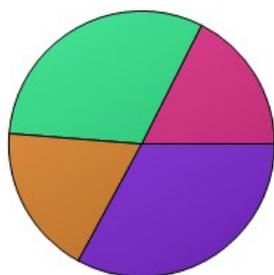
	Count	Percentage
No Problem	207	32.5%
Small Problem	43	6.75%
Serious Problem	299	46.94%
Don't Know	88	13.81%
<b>Total</b>	<b>637</b>	<b>100%</b>

32) In your opinion, drugs (use/selling/distribution) are a serious problem at your school.



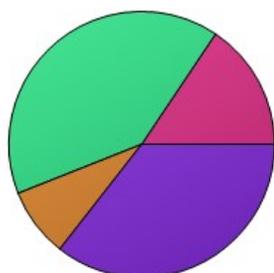
	Count	Percentage
No Problem	166	26.1%
Small Problem	81	12.74%
Serious Problem	296	46.54%
Don't Know	93	14.62%
<b>Total</b>	<b>636</b>	<b>100%</b>

33) In your opinion, gangs are a serious problem at your school.



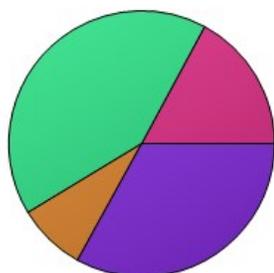
	Count	Percentage
No Problem	210	32.92%
Small Problem	117	18.34%
Serious Problem	199	31.19%
Don't Know	112	17.55%
<b>Total</b>	<b>638</b>	<b>100%</b>

34) In your opinion, alcohol use is a serious problem at your school.



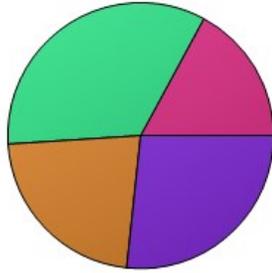
	Count	Percentage
No Problem	228	35.57%
Small Problem	54	8.42%
Serious Problem	259	40.41%
Don't Know	100	15.6%
<b>Total</b>	<b>641</b>	<b>100%</b>

35) In your opinion, tobacco use is a serious problem at your school.



	Count	Percentage
No Problem	210	33.02%
Small Problem	53	8.33%
Serious Problem	264	41.51%
Don't Know	109	17.14%
<b>Total</b>	<b>636</b>	<b>100%</b>

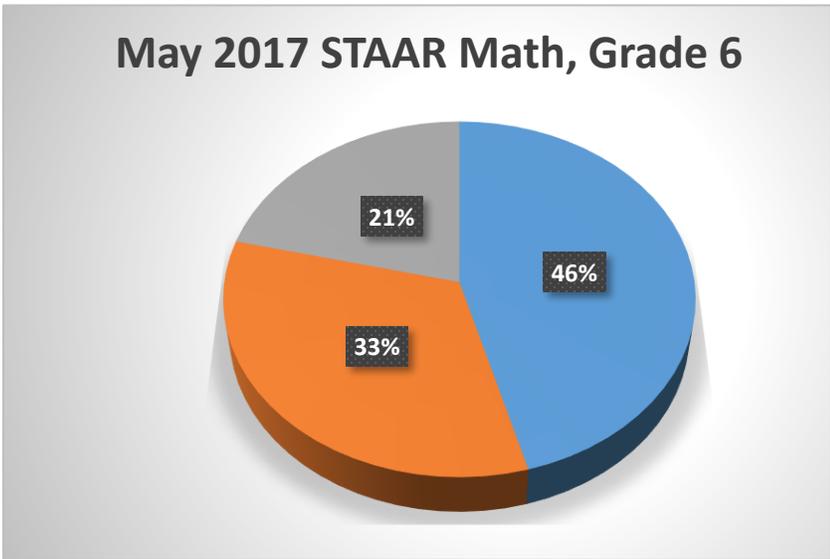
36) In your opinion, vandalism/graffiti/tagging is a serious problem at your school.



	Count	Percentage
No Problem	170	26.69%
Small Problem	142	22.29%
Serious Problem	216	33.91%
Don't Know	109	17.11%
<b>Total</b>	<b>637</b>	<b>100%</b>

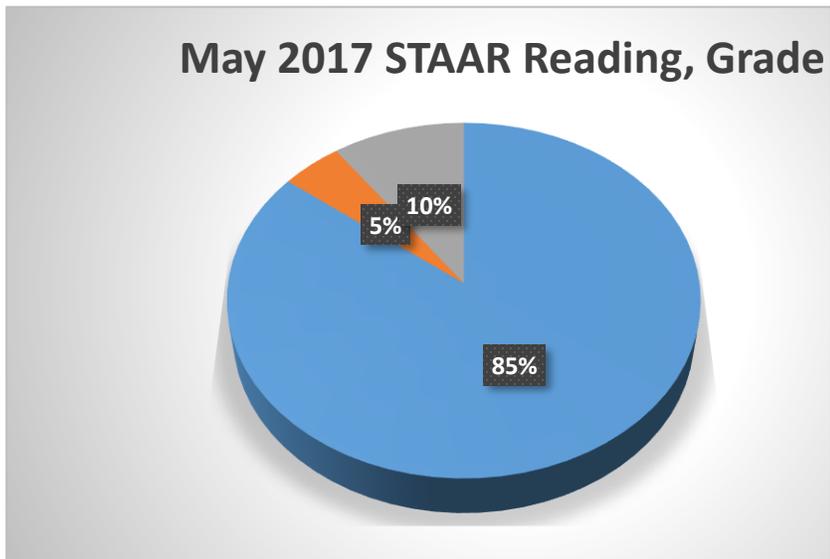
May 2017 STAAR Mathematics, Grade 6

REMS	76.99%
LEP	55.74%
SpED	35.71%



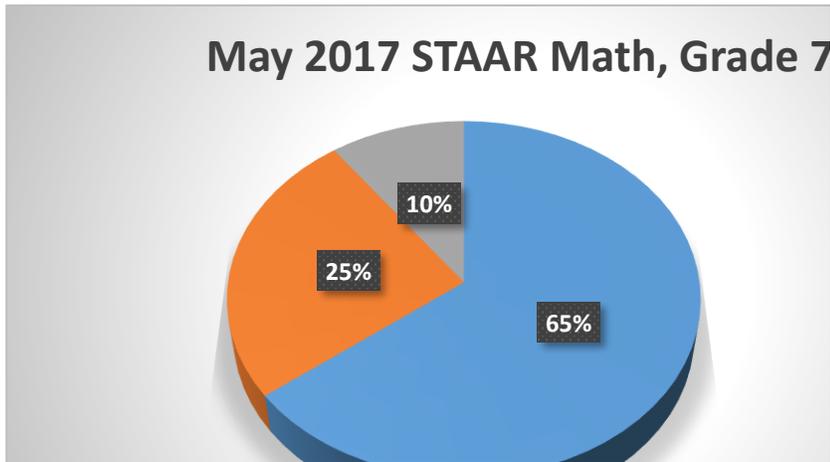
May 2017 STAAR Reading, Grade 6

REMS	61.50%
LEP	3.28%
SpED	7.14%



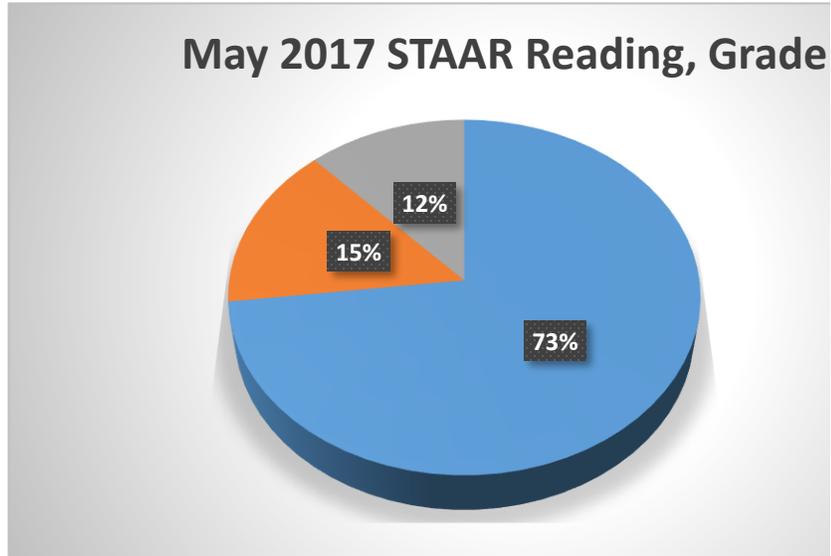
May 2017 STAAR Math, Grade 7

REMS	63.89%
LEP	25%
SpED	10%



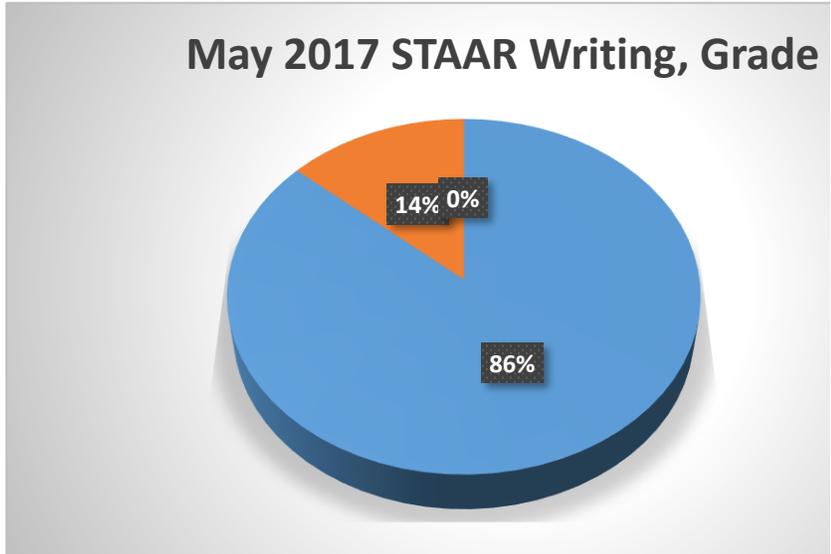
May 2017 STAAR Reading, Grade 7

REMS	61.11%
LEP	12.50%
SpED	10%



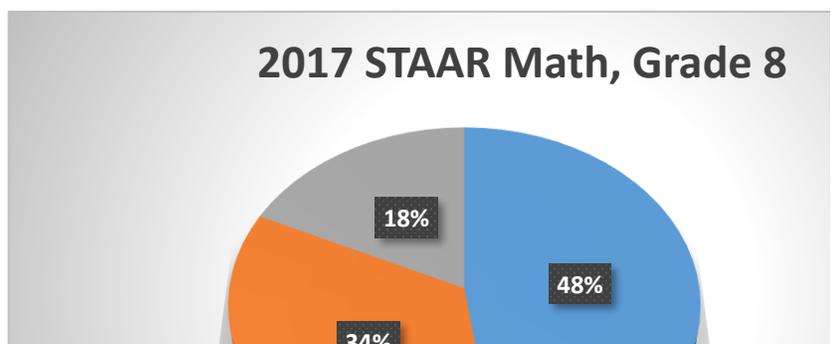
May 2017 STAAR Writing, Grade 7

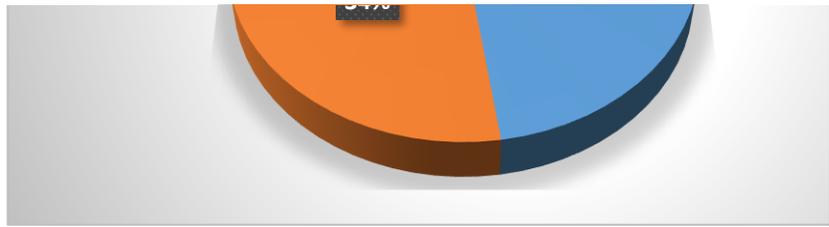
REMS	64.98%
LEP	10.20%
SpED	0%



2017 STAAR Math, Grade 8

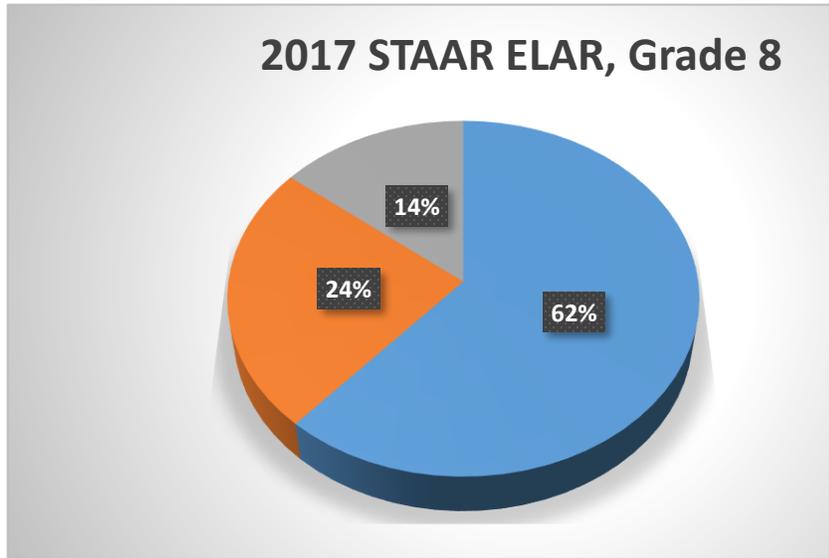
REMS	88.12%
LEP	63.41%
SpED	33.33%





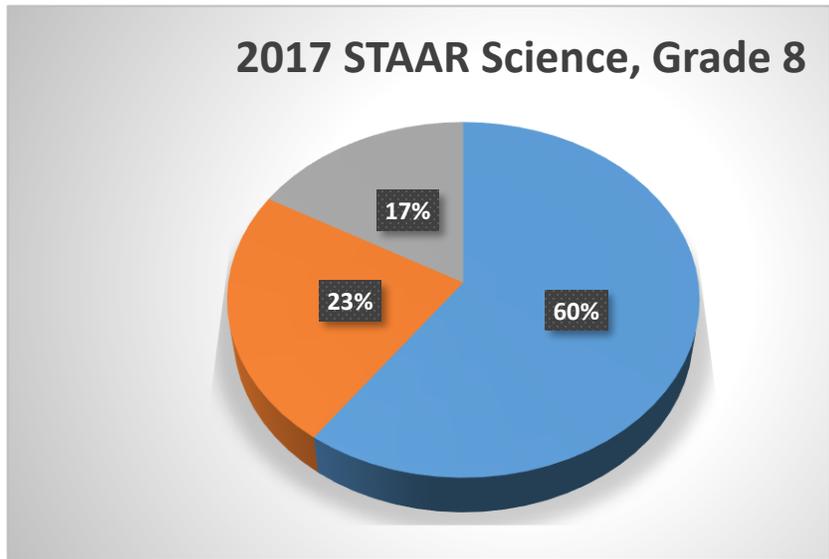
2017 STAAR ELAR, Grade 8

REMS	86.49%
LEP	34.09%
SpED	20.00%



2017 STAAR Science, Grade 8

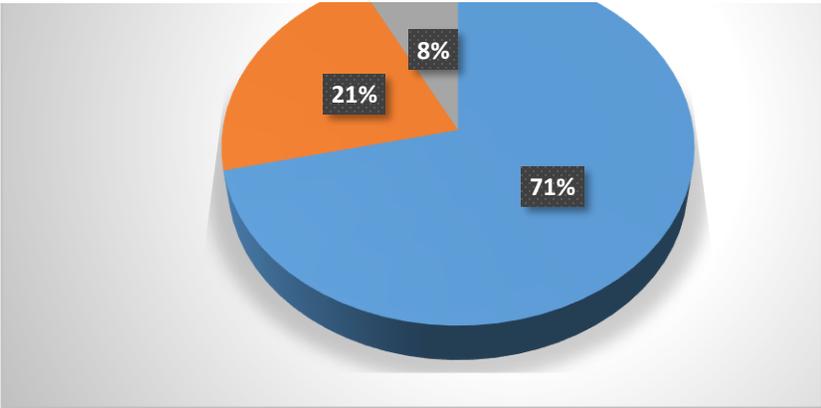
REMS	71.76%
LEP	27.91%
SpED	20.00%



2017 STAAR Social Studies, Grade 8

REMS	63.14%
LEP	18.60%
SpED	6.67%



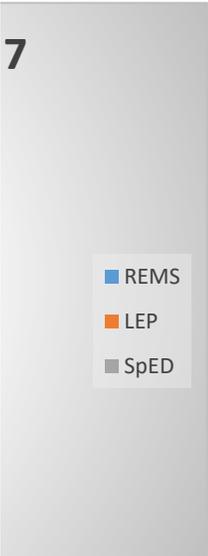
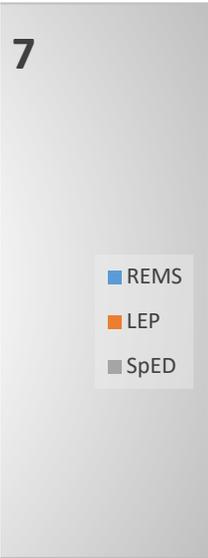


- REMS
- LEP
- SpED

6

- REMS
- LEP
- SpED

- REMS
- LEP
- SpED



■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

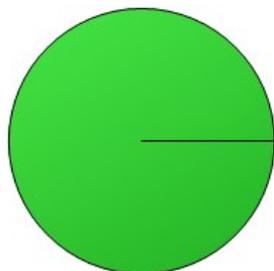
■ LEP

■ SpED

# Summary Report

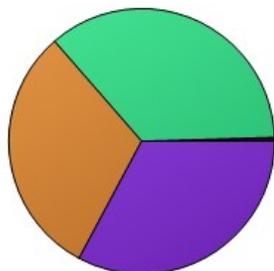
All

1) What is your campus?



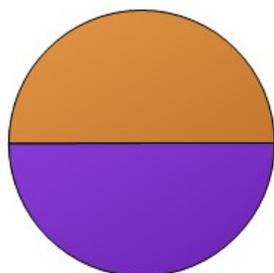
	Count	Percentage
Clint Early College High School	0	0%
Clint High School	0	0%
Horizon High School	0	0%
Mountain View High School	0	0%
Clint Junior High School	0	0%
East Montana Middle School	0	0%
Horizon Middle School	0	0%
Ricardo Estrada Middle School	643	100%
<b>Total</b>	<b>643</b>	<b>100%</b>

2) What is your grade level?



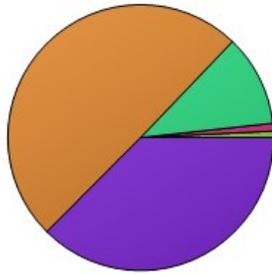
	Count	Percentage
06	211	32.81%
07	198	30.79%
08	231	35.93%
09	1	0.16%
10	0	0%
11	0	0%
12	2	0.31%
<b>Total</b>	<b>643</b>	<b>100%</b>

3) What is your gender?



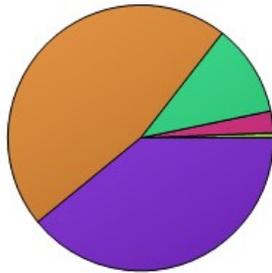
	Count	Percentage
Female	321	49.92%
Male	322	50.08%
<b>Total</b>	<b>643</b>	<b>100%</b>

4) I am treated with respect by school administrators at this school.



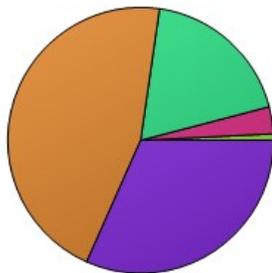
	Count	Percentage
Strongly Agree	239	37.46%
Agree	317	49.69%
Neutral	71	11.13%
Disagree	6	0.94%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

5) I am treated with respect by teachers at this school.



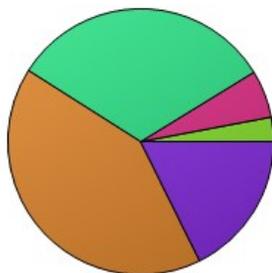
	Count	Percentage
Strongly Agree	251	39.1%
Agree	298	46.42%
Neutral	72	11.21%
Disagree	17	2.65%
Strongly Disagree	4	0.62%
<b>Total</b>	<b>642</b>	<b>100%</b>

6) School staff has a positive attitude towards students at this school.



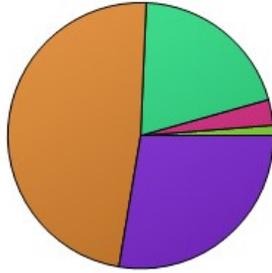
	Count	Percentage
Strongly Agree	202	31.66%
Agree	291	45.61%
Neutral	119	18.65%
Disagree	21	3.29%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

7) I am treated with respect by other students in this school.



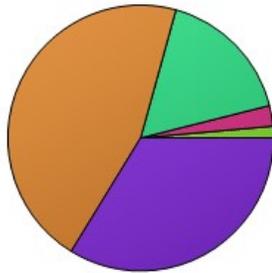
	Count	Percentage
Strongly Agree	113	17.68%
Agree	264	41.31%
Neutral	206	32.24%
Disagree	37	5.79%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>639</b>	<b>100%</b>

8) I feel safe at this school.



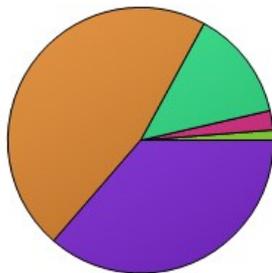
	Count	Percentage
Strongly Agree	177	27.61%
Agree	308	48.05%
Neutral	128	19.97%
Disagree	20	3.12%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>641</b>	<b>100%</b>

9) This school is clean and well-maintained.



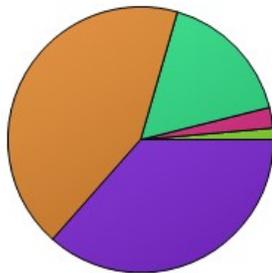
	Count	Percentage
Strongly Agree	215	33.75%
Agree	290	45.53%
Neutral	107	16.8%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>637</b>	<b>100%</b>

10) This school is preparing me well for what I want to do after middle/high school.



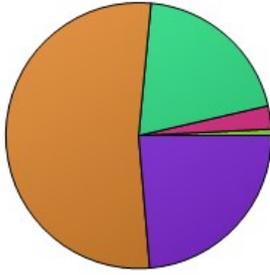
	Count	Percentage
Strongly Agree	232	36.36%
Agree	297	46.55%
Neutral	86	13.48%
Disagree	15	2.35%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>638</b>	<b>100%</b>

11) I think this is a good school.



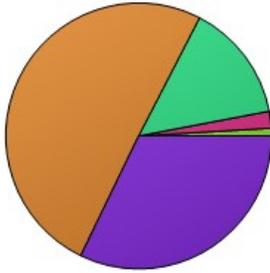
	Count	Percentage
Strongly Agree	233	36.52%
Agree	274	42.95%
Neutral	106	16.61%
Disagree	16	2.51%
Strongly Disagree	9	1.41%
<b>Total</b>	<b>638</b>	<b>100%</b>

12) Students have opportunities to learn from each other at this school.



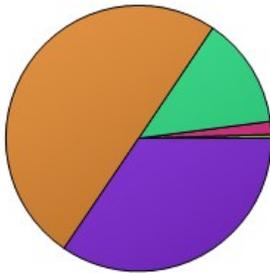
	Count	Percentage
Strongly Agree	151	23.67%
Agree	337	52.82%
Neutral	127	19.91%
Disagree	18	2.82%
Strongly Disagree	5	0.78%
<b>Total</b>	<b>638</b>	<b>100%</b>

13) At this school, teachers assist me with assignments when I ask for help.



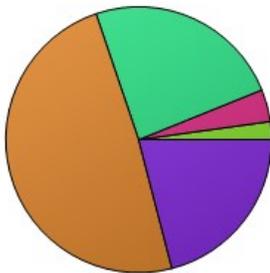
	Count	Percentage
Strongly Agree	205	32.18%
Agree	321	50.39%
Neutral	92	14.44%
Disagree	13	2.04%
Strongly Disagree	6	0.94%
<b>Total</b>	<b>637</b>	<b>100%</b>

14) At this school, teachers set high standards for achievement in their classes.



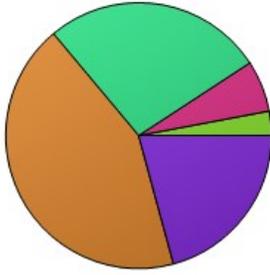
	Count	Percentage
Strongly Agree	219	34.49%
Agree	317	49.92%
Neutral	86	13.54%
Disagree	10	1.57%
Strongly Disagree	3	0.47%
<b>Total</b>	<b>635</b>	<b>100%</b>

15) I feel well prepared for classroom tests.



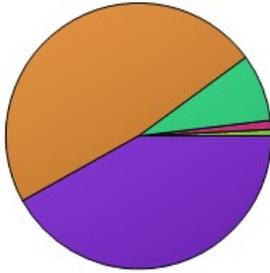
	Count	Percentage
Strongly Agree	134	20.97%
Agree	312	48.83%
Neutral	154	24.1%
Disagree	25	3.91%
Strongly Disagree	14	2.19%
<b>Total</b>	<b>639</b>	<b>100%</b>

16) I feel well prepared for the state assessment tests (i.e. STAAR).



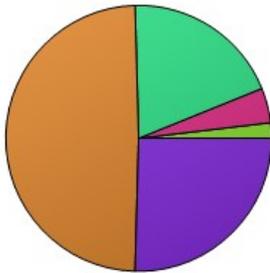
	Count	Percentage
Strongly Agree	133	20.78%
Agree	276	43.12%
Neutral	172	26.88%
Disagree	40	6.25%
Strongly Disagree	19	2.97%
<b>Total</b>	<b>640</b>	<b>100%</b>

17) I am aware of the rules in this school.



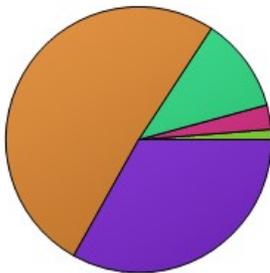
	Count	Percentage
Strongly Agree	266	41.89%
Agree	305	48.03%
Neutral	52	8.19%
Disagree	7	1.1%
Strongly Disagree	5	0.79%
<b>Total</b>	<b>635</b>	<b>100%</b>

18) I am offered a variety of course choices at my school.



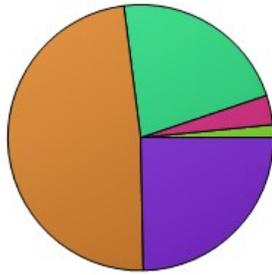
	Count	Percentage
Strongly Agree	162	25.43%
Agree	313	49.14%
Neutral	123	19.31%
Disagree	27	4.24%
Strongly Disagree	12	1.88%
<b>Total</b>	<b>637</b>	<b>100%</b>

19) I have access to extracurricular activities/opportunities at my school.



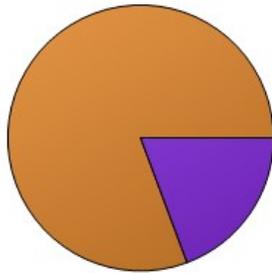
	Count	Percentage
Strongly Agree	212	33.12%
Agree	327	51.09%
Neutral	74	11.56%
Disagree	19	2.97%
Strongly Disagree	8	1.25%
<b>Total</b>	<b>640</b>	<b>100%</b>

20) This school offers opportunities to apply what I learn to everyday situations.



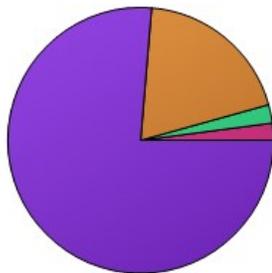
	Count	Percentage
Strongly Agree	158	24.69%
Agree	309	48.28%
Neutral	140	21.88%
Disagree	23	3.59%
Strongly Disagree	10	1.56%
<b>Total</b>	<b>640</b>	<b>100%</b>

21) Have you been bullied by someone in your school?



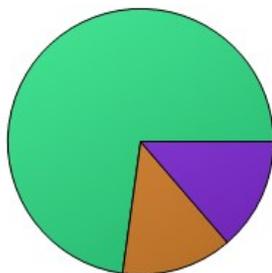
	Count	Percentage
Yes	120	19.32%
No	501	80.68%
<b>Total</b>	<b>621</b>	<b>100%</b>

22) How often have you been bullied at your school?



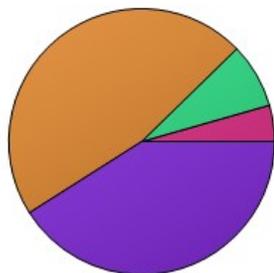
	Count	Percentage
Never	477	76.32%
Once in a While	121	19.36%
Frequently	14	2.24%
Daily	13	2.08%
<b>Total</b>	<b>625</b>	<b>100%</b>

23) Did you seek help when you were bullied?



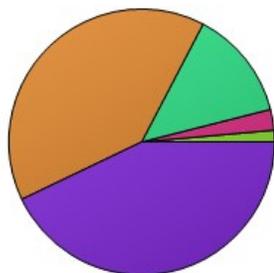
	Count	Percentage
Yes	86	13.67%
No	85	13.51%
I have not been bullied	458	72.81%
<b>Total</b>	<b>629</b>	<b>100%</b>

24) How often have you seen other student's being bullied at your school?



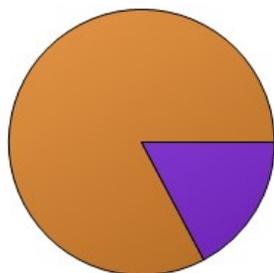
	Count	Percentage
Never	260	41.01%
Once in a While	296	46.69%
Frequently	50	7.89%
Daily	28	4.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

25) I am given enough information on how to handle bullying.



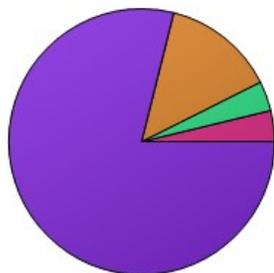
	Count	Percentage
Strongly Agree	272	42.9%
Agree	252	39.75%
Neutral	85	13.41%
Disagree	16	2.52%
Strongly Disagree	9	1.42%
<b>Total</b>	<b>634</b>	<b>100%</b>

26) During the school year, has someone verbally threatened you at your school?



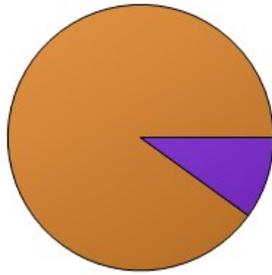
	Count	Percentage
Yes	109	17.25%
No	523	82.75%
<b>Total</b>	<b>632</b>	<b>100%</b>

27) How many times have you been verbally threatened at your school?



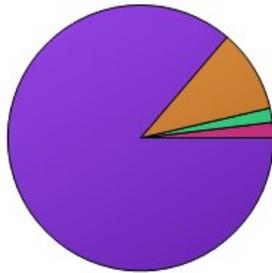
	Count	Percentage
Never	501	78.9%
1 or 2 times	87	13.7%
3 or 4 times	23	3.62%
More than 4 times	24	3.78%
<b>Total</b>	<b>635</b>	<b>100%</b>

28) During the school year, has someone physically threatened, attacked, or hurt you at your school?



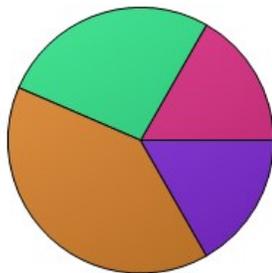
	Count	Percentage
Yes	63	9.95%
No	570	90.05%
<b>Total</b>	<b>633</b>	<b>100%</b>

29) How many times have you been physically threatened at your school?



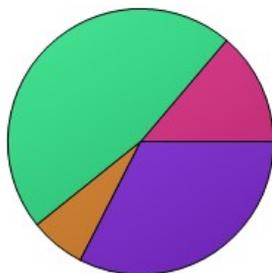
	Count	Percentage
Never	546	86.26%
1 or 2 times	64	10.11%
3 or 4 times	11	1.74%
More than 4 times	12	1.9%
<b>Total</b>	<b>633</b>	<b>100%</b>

30) In your opinion, fights are a serious problem at your school.



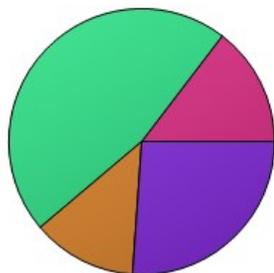
	Count	Percentage
No Problem	107	16.74%
Small Problem	254	39.75%
Serious Problem	171	26.76%
Don't Know	107	16.74%
<b>Total</b>	<b>639</b>	<b>100%</b>

31) In your opinion, carrying weapons is a serious problem at your school.



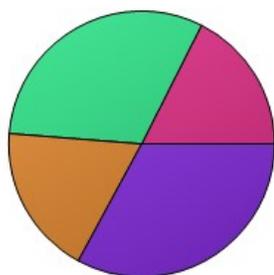
	Count	Percentage
No Problem	207	32.5%
Small Problem	43	6.75%
Serious Problem	299	46.94%
Don't Know	88	13.81%
<b>Total</b>	<b>637</b>	<b>100%</b>

32) In your opinion, drugs (use/selling/distribution) are a serious problem at your school.



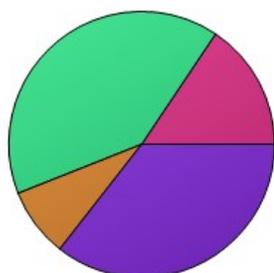
	Count	Percentage
No Problem	166	26.1%
Small Problem	81	12.74%
Serious Problem	296	46.54%
Don't Know	93	14.62%
<b>Total</b>	<b>636</b>	<b>100%</b>

33) In your opinion, gangs are a serious problem at your school.



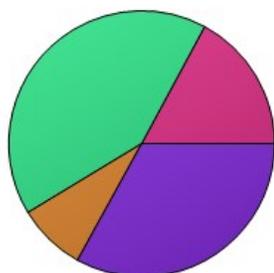
	Count	Percentage
No Problem	210	32.92%
Small Problem	117	18.34%
Serious Problem	199	31.19%
Don't Know	112	17.55%
<b>Total</b>	<b>638</b>	<b>100%</b>

34) In your opinion, alcohol use is a serious problem at your school.



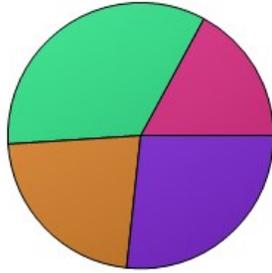
	Count	Percentage
No Problem	228	35.57%
Small Problem	54	8.42%
Serious Problem	259	40.41%
Don't Know	100	15.6%
<b>Total</b>	<b>641</b>	<b>100%</b>

35) In your opinion, tobacco use is a serious problem at your school.



	Count	Percentage
No Problem	210	33.02%
Small Problem	53	8.33%
Serious Problem	264	41.51%
Don't Know	109	17.14%
<b>Total</b>	<b>636</b>	<b>100%</b>

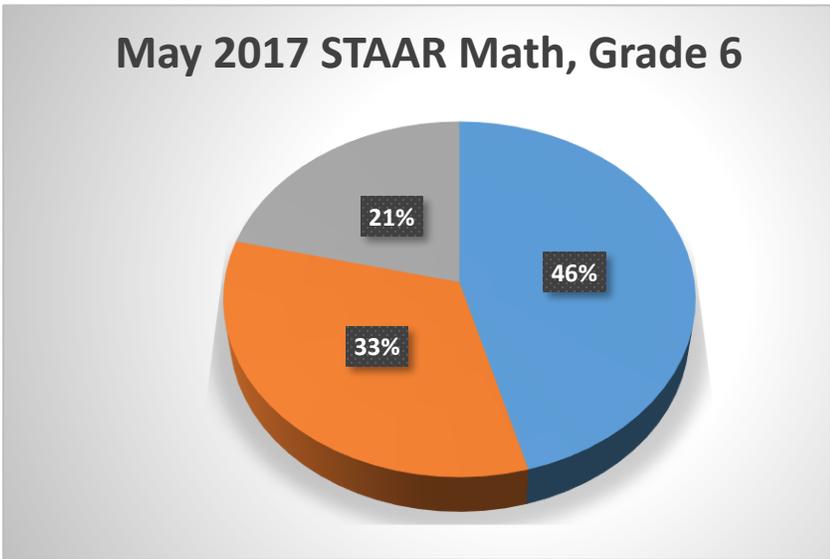
36) In your opinion, vandalism/graffiti/tagging is a serious problem at your school.



	Count	Percentage
No Problem	170	26.69%
Small Problem	142	22.29%
Serious Problem	216	33.91%
Don't Know	109	17.11%
<b>Total</b>	<b>637</b>	<b>100%</b>

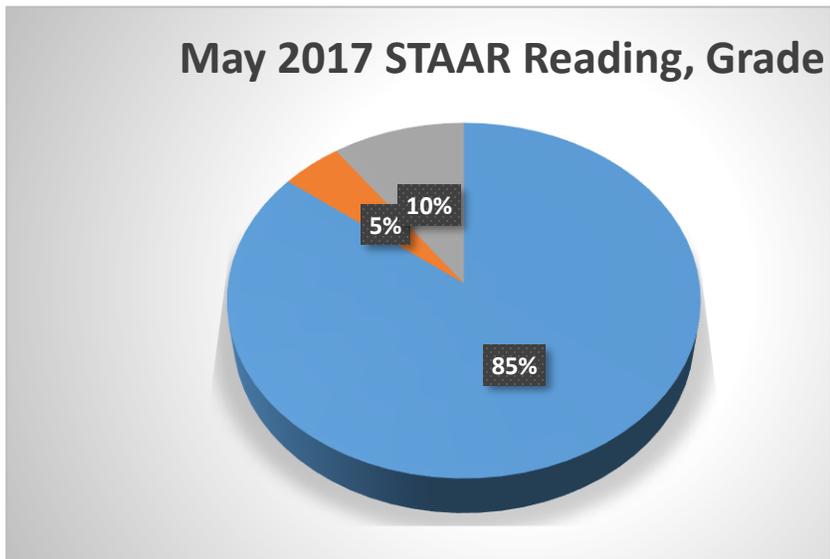
May 2017 STAAR Mathematics, Grade 6

REMS	76.99%
LEP	55.74%
SpED	35.71%



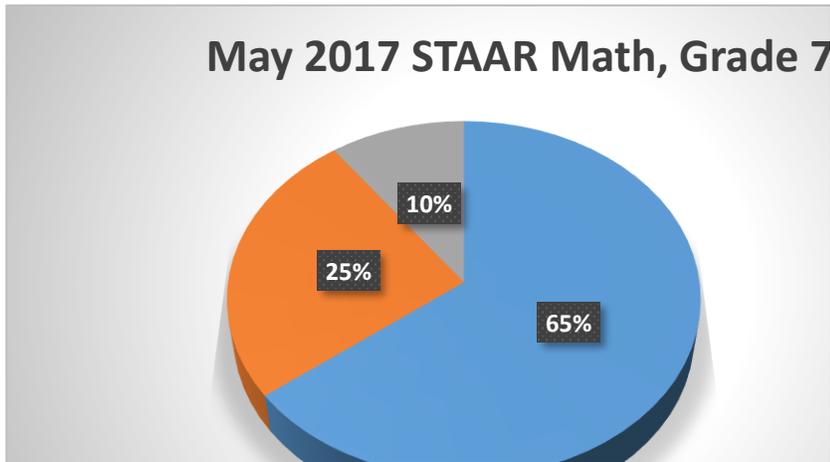
May 2017 STAAR Reading, Grade 6

REMS	61.50%
LEP	3.28%
SpED	7.14%



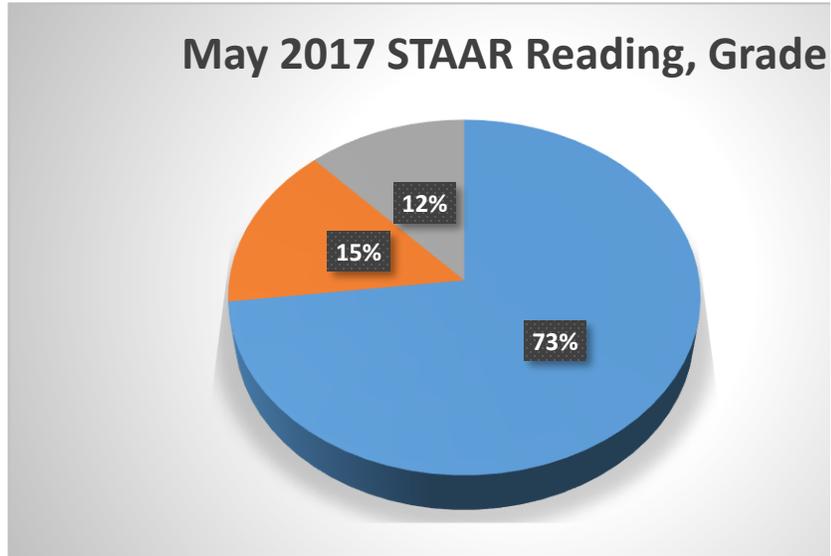
May 2017 STAAR Math, Grade 7

REMS	63.89%
LEP	25%
SpED	10%



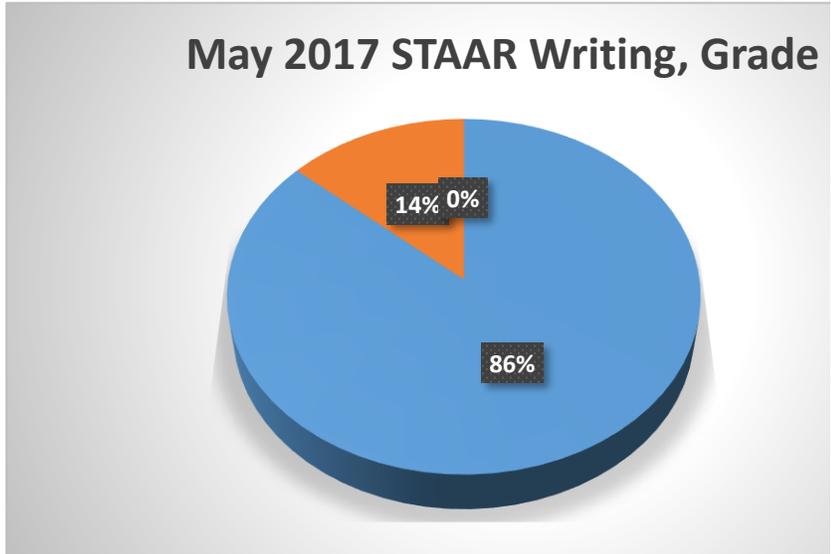
May 2017 STAAR Reading, Grade 7

REMS	61.11%
LEP	12.50%
SpED	10%



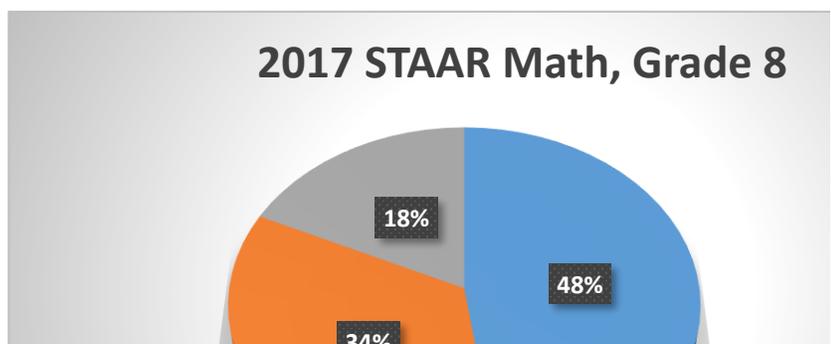
May 2017 STAAR Writing, Grade 7

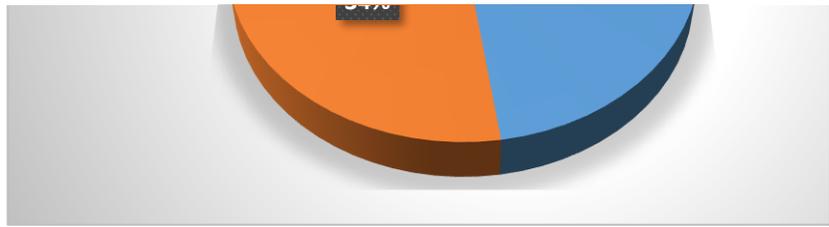
REMS	64.98%
LEP	10.20%
SpED	0%



2017 STAAR Math, Grade 8

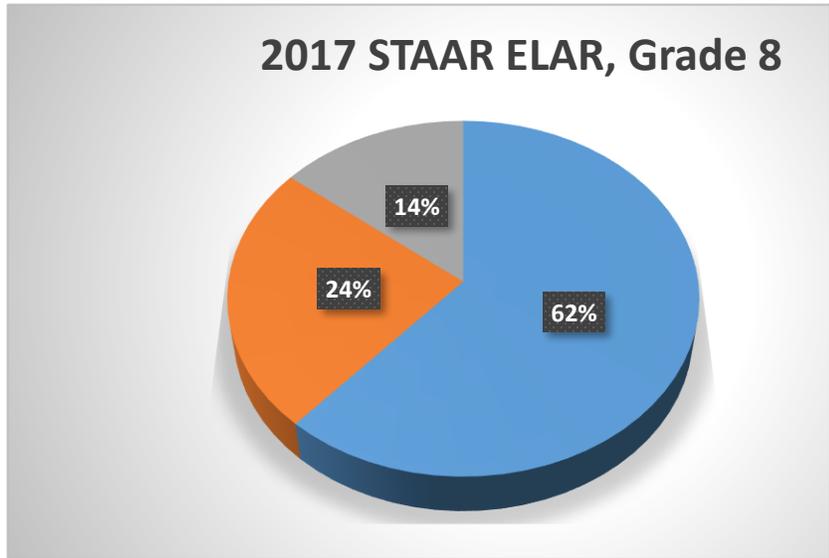
REMS	88.12%
LEP	63.41%
SpED	33.33%





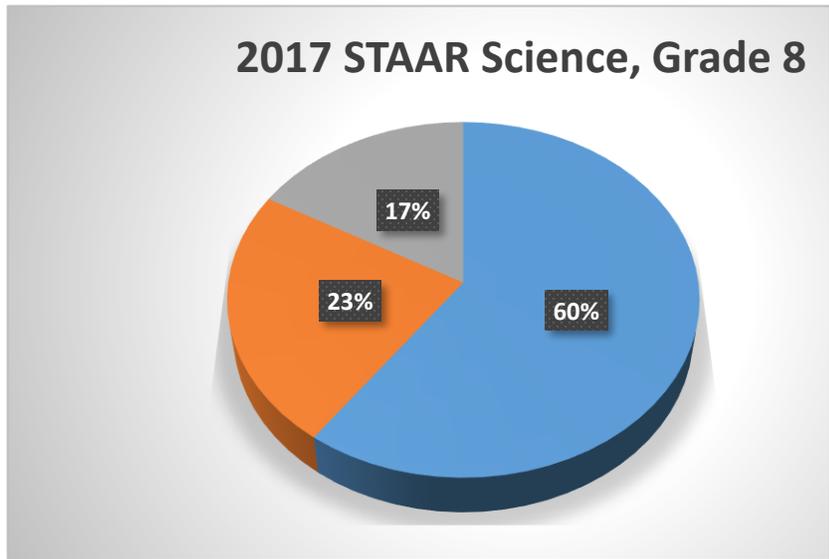
2017 STAAR ELAR, Grade 8

REMS	86.49%
LEP	34.09%
SpED	20.00%



2017 STAAR Science, Grade 8

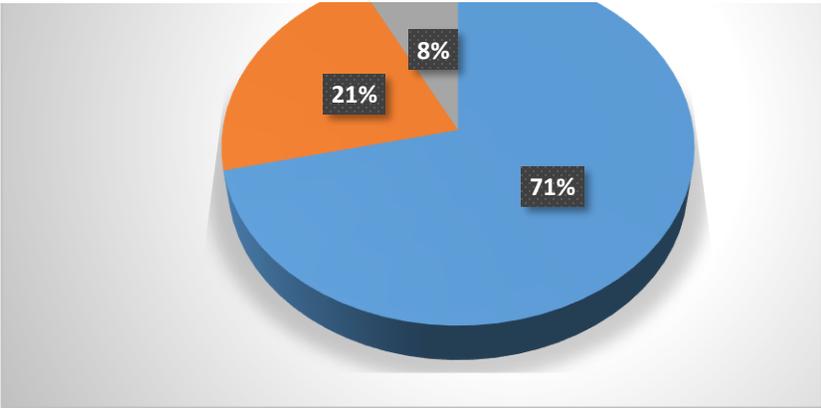
REMS	71.76%
LEP	27.91%
SpED	20.00%



2017 STAAR Social Studies, Grade 8

REMS	63.14%
LEP	18.60%
SpED	6.67%



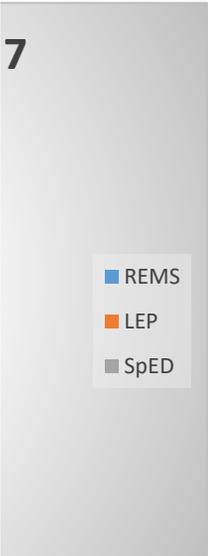
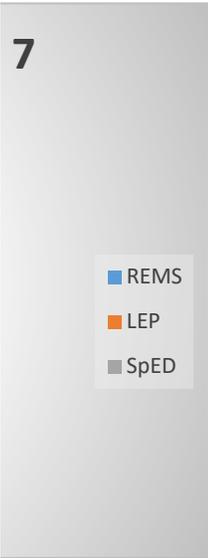


- REMS
- LEP
- SpED

6

- REMS
- LEP
- SpED

- REMS
- LEP
- SpED



■ SpED

■ REMS

■ LEP

■ SpED

■ REMS

■ LEP

■ SpED

8

■ REMS

■ LEP

■ SpED