

Weslaco Independent School District
B. Garza Middle School
2021-2022 Campus Improvement Plan





Mission Statement

As the right choice, B. Garza Middle School delivers a complete educational experience grounded in creativity, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

Value Statement

B. Garza Middle School implements a blended learning environment that prepares our students for success in a rapidly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beatriz Garza Middle School is located in Weslaco ISD which is located in Weslaco, Texas. Beatriz Garza Middle School serves 6th - 8th grade level students: the breakdown by grade level is as follows: 6th Grade - 319, 7th Grade - 321, and 8th Grade - 358 for a total of 998. That equates to 99% Hispanic.

Beatriz Garza Middle School serves the following populations: 22% ELLs, 65% economically disadvantaged, 9% GT and 11% SpEd.

Beatriz Garza Middle School has 65 teachers. 16.7% have over 20 years of experience, 21.8% of our teachers have 11-20 years experience, 17% have 6-10 years of experience, and 8.7% have 1-5 years experience.

Demographics Strengths

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community. B. Garza Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student centered instruction. The following summary describes the student achievement with regards to the 2019 STAAR Performance Report from the 2019 Accountability and the Domains.

2017-2018 Attendance Rate: 97.1%

2019 STAAR Participation: 100% (all tests)

School Progress Domain: Academic Growth Score:

2019 ELAR: 61 score

2019 Math: 64 score

2019 ELAR EL: 63%

2019 ELAR Sp: 55%

2019 Math EL: 58%

2019 Math Sp: 55%

STAAR Scores:

ELAR: 73% all students at approaches

Math: 80% all students at approaches
Writing: 67% all students at approaches
Social Studies: 64% all students at approaches
Science: 82% all students at approaches

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the areas of Math and Reading, EL students scores are below the system safeguards standards of 63% Reading and 58% Math. (2018-2019 TAPR Data) **Root Cause:** El's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 2 (Prioritized): In the Math and Reading, the SpEd scores are below the system safeguards of 55% in Math and 51% in Reading. (2018-2019 TAPR Data). **Root Cause:** SpEd students are below level and are assessed at grade level in the areas of Math and Reading.

Student Learning

Student Learning Summary

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community. B. Garza Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student centered instruction. The following summary describes the student achievement with regards to the 2019 STAAR Performance Report from the 2019 Accountability and the Domains.

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2019 ELAR EL: 63%

2019 ELAR Sp: 55%

2019 Math EL: 58%

2019 Math Sp: 55%

STAAR Scores:

ELAR: 73% all students at approaches

Math: 80% all students at approaches

Writing: 67% all students at approaches

Social Studies: 64% all students at approaches

Science: 82% all students at approaches

Student Learning Strengths

Student Academic Achievement Strengths

- B. Garza Middle School received the Texas Education Agency's rating of Met Standard with a "B Rating" for the 2018-2019 school year. BGMS has numerous strengths within this rating by meeting standards in four standards- student achievement, student progress, closing performance gaps and postsecondary readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the Math and Reading, the SpEd scores are below the system safeguards of 55% in Math and 51% in Reading. (2018-2019 TAPR Data).

Root Cause: SpEd students are below level and are assessed at grade level in the areas of Math and Reading.

Problem Statement 2: EI scores are below the system safeguards standard of 58% in Math and 63% in Reading. **Root Cause:** EI's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

School Processes & Programs

School Processes & Programs Summary

Students at B. Garza Middle School, a Leader In Me campus, excel in Fine Arts courses that include band, orchestra, choir, art, dance, and mariachi. B. Garza students compete in UIL competitions. A variety of sports are offered for both boys and girls. These include cross country, football, soccer, basketball, cheerleading, golf, softball, track, baseball, swimming, tennis and volleyball. Students also have a variety of UIL academic contests they may participate in as well as student council. Students may participate in yearbook as well as study strategies, Spanish as a foreign language, Touch Data Systems and Investigating Careers. The National Junior Honor Society is a stimulus for promoting successful graduation from high school and provides rewarding opportunities which will benefit the students.

Continuous and focused data analysis is recognized as an essential process at BGMS. Professional Learning Community (PLC) academic groups strive to improve student performance through common formative and summative assessments. All teachers have been challenged to implement literature focused strategies to increase student learning. Formative and summative assessment data is utilized to implement educational strategies to meet student needs.

B. Garza Middle School students are scheduled into eleven 45-minute periods per day with content areas: Math, Science, Social Studies and Science into 90-minutes. Students are given the opportunity to take advanced-level courses in math in sixth through eighth grade including Algebra 1 and English 1 for eighth graders. Gifted and Talented students are given accelerated instruction through an on campus GT teacher. These students are given the option to attend accelerated instruction. BGMS is in its second year as a Leader in Me campus. Leadership is reinforced throughout the campus using Leader in Me Guidance tools. Lead lessons are implemented every Monday and applied throughout the week as continuous learning. Sixth grade students are now enrolled in a Leader In Me class. School announcements are done by ambassador students that highlight and showcase B. Garza Middle School. In accordance with the district's "Read, Dream, Achieve" initiative, our campus has implemented a writing-across-the-curriculum program.

The content area and elective teachers meet as a department in their professional learning community every week. Each subject area has its own conference period which often leads to informal collaboration among teachers and administration. As a PLC, teachers work on lessons and assessment design, analyze data, and examine instructional strategies. An instructional area the campus has identified as a need for improvement is how to increase rigor in the classroom. This area of need is being addressed through PLC teacher trainings.

The Site-Based Decision Making Committee is represented by a group of teachers, administrators, and community members. Operational procedures, new instructional programs, and budgeting are presented to SBDM for review.

B. Garza MS staff and students utilize a wide array of technology in the classroom. Each classroom has been outfitted with an access point in order to strengthen network infrastructure. They are able to access the Internet throughout the building in their classes. Classroom teachers are able to determine the use of the student devices in their classroom. Our campus has a one-to-one ratio of a chromebook per student. Technology at B. Garza Middle School includes teacher-issued laptops, desktops for classrooms, in most classrooms, chromebooks, iPads, tablet computers for staff and student use. One computer technologist from our staff, who serves both staff and the students, provides technology-to-support ratio.

School Processes & Programs Strengths

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common STAAR reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EL focus group comprised of core teachers address our EL students.

- Professional Learning Communities (PLC's) have created cohesiveness within content areas.
- PLC's have increased the rigor of classroom instruction.
- Advanced-course teachers in math and English have focused on increasing student retention of material and reduction of failure rates.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the areas of Math and Reading, the EL scores are below the system safeguards standards of 64% in Reading and 68% in Math. **Root Cause:** EL's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 2 (Prioritized): In the Math and Reading, the SpEd scores are below the system safeguards of 55% in Math and 51% in Reading. (2018-2019 TAPR Data). **Root Cause:** SpEd students are below level and are assessed at grade level in the areas of Math and Reading.

Problem Statement 3: Teacher and parent surveys showed a need to increase parent involvement across various school events and activities **Root Cause:** Because of low economic status of some of our families or parents working during the instructional school hours, many parents might not have the transportation or time to attend on-campus meetings.

Perceptions

Perceptions Summary

B. Garza Middle School believes that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Teachers and families work very hard at maintaining a culture of high expectations for student learning. B. Garza Middle School wants to narrow the performance gap among all student groups, and particularly between Special Education, Economically Disadvantaged and English Language Learner students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students- ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that the habit to achieve excellence is part of each of the 7 Habits of the Leader in Me. They are taught that what you do, you should do well, and the easiest way to do it well, is to do it well every time. Students are taught and then follow through with the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are constantly reminding students to have respect for all. The staff at BGMS understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence.

B. Garza Middle School places a priority on creating a family and community friendly school environment. Our leadership team would like to increase our family and community engagement initiatives. We know that communication is a key way to engage parents and the community. In addition to the newsletter sent home and the school events posted on the marquee, BGMS will be having monthly meetings with parents and inviting guest speakers from the community to speak to parents about the importance of school involvement.

Perceptions Strengths

B. Garza Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards, a full-time police officer, and four administrators.
- Discipline data confirms that the campus's conflict resolution program and discipline prevention/intervention programs are working well.
- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis
- Teachers are implementing best practices/ high-yield instructional strategies to increase student engagement.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.
- Monthly bilingual interactive parent meetings that incorporate Leader in Me activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher and parent surveys showed a need to increase parent involvement across various school events and activities **Root Cause:** Because of low economic status of some of our families or parents working during the instructional school hours, many parents might not have the transportation or time to attend on-campus meetings.

Problem Statement 2 (Prioritized): In the areas of Math and Reading, the EL scores are below the system safeguards standards of 64% in Reading and 68% in Math. **Root Cause:** EL's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Priority Problem Statements

Problem Statement 1: In the areas of Math and Reading, EL students scores are below the system safeguards standards of 63% Reading and 58% Math. (2018-2019 TAPR Data)

Root Cause 1: EL's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics

Problem Statement 2: In the Math and Reading, the SpEd scores are below the system safeguards of 55% in Math and 51% in Reading. (2018-2019 TAPR Data).

Root Cause 2: SpEd students are below level and are assessed at grade level in the areas of Math and Reading.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 3: In the areas of Math and Reading, the EL scores are below the system safeguards standards of 64% in Reading and 68% in Math.

Root Cause 3: EL's lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment - School Processes & Programs - 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

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

Performance Objective 1: By Spring 2022, the number of students who score at the approaches grade level on the Social Studies STAAR Assessment will increase to 80%.





Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1- Curriculum a. Effective Reading Strategies in Social Studies in the classroom as needed to read about: Historical issues in classroom libraries such as specific eras/dates/significant figures in World History, US History, and Texas History. Ex. Newsela, APEX, ProblemAttic b. Geographical, Political, Social and economical influences in History. Use Apex, Discovery Education, Flocabulary, chromebooks and classroom libraries to enhance lessons. Strategy's Expected Result/Impact: Improve performance for all populations on CBA's, benchmarks, and on the STAAR. Staff Responsible for Monitoring: Social Studies Teachers Campus Administration District Social Studies Strategist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Staff Development a. Provide training for Pre-AP strategies, history kits, primary sources, on-line software and other areas of need. b. Provide training to all SS teachers on differentiation and blended learning strategies and resources. c. Provide training to promote critical thinking and document based questioning. d. Provide training in preparation for the state mandated tests. e. Provide training to all SS teachers on the use of ProblemAttic. Strategy's Expected Result/Impact: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration Staff Responsible for Monitoring: Campus Administration District Professional Development Coordinator District Social Studies Strategies Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. Integrate the ELPS & CCRS in SS content b. Provide individualized instruction, peer tutoring, and/or small groups instruction in social studies to student not meeting STAAR standards or not passing. c. Use a variety of resources and materials in the Pre-AP classroom to promote advanced strategies. d. Classroom subscriptions. Ex. Newsweek, Scholastic News. e. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills. f. Students will be allowed to enroll in Virtual Credit Recovery Program. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Technology a. Apply available technology to enhance SS classrooms. Create maps about the five themes of geography by addressing the following items: Location, movement, regions, place, and human/environmental interaction. b. Implement SIOP strategies using media & video, such as, but not limited to, technology, web cams, and a variety of websites and on-line software to target the following social studies strands; History, culture, economics, government and critical thinking. c. Professional Learning Development trainings. Chrome Books to implement Google Docs, Quizzes, Ed Puzzles, Epic, Wizer.Me, Study.com, Lowman, Discovery Ed d. Summit K12 Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -Strategist -Social Studies CIFs -Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, printers, toner, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area b. Use different programs and activities such as APEX, Wizer.me, Brainpop, Kahoot, Flocabulary, Epic, Ed Puzzle, Discovery Ed, Lowman, chromebooks, headphones, classroom libraries to enhance lessons. c. Use PPE to assist teachers in presenting information while remaining social distancing safe. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's, benchmark and STAAR Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administratio Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: By Spring of 2022, the number of students who score at the Approaches Level on the Science STAAR Assessment will increase 5% helping us meet the district goal of 90% Approaches, 60% Meets and 30% Masters in the areas of Reading, Math, Science and Social Studies STAAR.





Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Strategy 1: Curriculum: a. Inquiry based science b. Science fair involvement will allow for in depth study of the field. c. Utilize new curriculum pacing guides in grades 6-8. d. Implementation of S3 Strategies (8th Grade Teachers Trained) e. STAAR Workbooks Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. Implement web-based lessons, assessments, and hands-on such as Gizmos, Stemscopes, and Edusmart. b. Use of media resources to connect science concepts to the real world. c. Use of Booklet Subscription, Digital Scales, ProblemAttic, Kessler Science Materials, The Science Duo Materials and Discovery Education Subscription d. Online software that target all TEKS e. Use of Flocabulary, Brain Pop , Quizziz, and Go Fromative Subscriptions f. Use of Quizlet, Edpuzzle, Nearpod, and Kahoot Subscription g. Summit K12 Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. Implement SIOP model strategies to help LEP students. b. Implement student research program to assist students with original research projects for the science fair process and as part of the "GT Independent Study Mentorship Course." c. Science tutoring program and STAAR camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring. d. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills. e. Students will be allowed to enroll in Virtual Credit Recovery Program. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Team planning for the purpose of integration of subjects. b. Have ongoing staff development through STEMSCOPES that include an online curriculum, video streaming, vocabulary and integrated reading with new standards. c. CAST conference. d. Classroom aquariums and supplies e. STAAR training to update teachers on campus and district accountability, student graduation plan requirements, assessment blueprint, and analyze item questions using Norman Webb DOK criteria Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist Improved performance for all populations on CBAs, be Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Lab activities involving safety and investigative procedures will be conducted. b. Purchase taller science tables to accomodate students c. use of web-based science supplemental resources d. Science Equipment: microscopes, prepared slides, dissecting kits (frogs, owl pellets, worms), measuring tapes (meter) gloves (thermal), tweezers, tongs, propane torch, alcohol thermometers, safety equipment, emergency eye wash bottles, first aid kit, fire blanket, small extinguisher, microslides, pipettes, graduated cylinders, aprons, digital scales e. Kesler Science f. The Science Duo g . science fair trophies, ribbons and certificates. h. Science experiment specimens (i.e. plate tectonics, squids). i. laboratory safety equipment and materials. j. consumables, consumable materials used in scientific investigations involving: Chemistry, Physics, Earth Science, Life Science, and Space Science Use Apex, K12 Summit,chromebooks, classroom manipulatives and classroom libraries to enhance lessons. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 3: By Spring 2022, the number of students who score at the Approaches Level on the Math STAAR Assessment will increase from 80% to 85% and the Meets Level will increase from a 51% to a 55%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a. Sprialing b. review c. POD d. fluency e. use of district materials (textbooks and other resources), outside (commercial) materials, supplies & resources (dry erase boards). f. Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. g. Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: - Spiral activities -Word walls -Probing Questions -Use journals -Exit Cards -creating word problems on covered objectives h. math resources such as Kamico, Region IV, Region V, Motivation Math, STAAR Coach, Stepping Up to the TEKS, GPS, Sharpen Up, Course Skills, Math Cut Ups, Lead4ward, Reasoning Minds, Learning Farms, Reflex, Prodigy, Flowcubulary, Imagine Math, Aleks, Acellus Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: Math Strategist Math CIfs Special Ed Teachers ITC Instructional Assistants Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: SMART Boards, Go Pro, Document Cameras, Wacom tablet, Ipads, Interwrite Pads, Chromebooks, Quizdoms, Wireless Mouse Pens, Headphones, Earbuds, Web Cams, Ipods, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success. b. Summit K12 c. Go formative d. Maneuvering the Middle e. ProblemAttic f. Kuta g. Wizer.me h. Learning Farm Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR *NWEA Map Staff Responsible for Monitoring: CIF, Math staff, ITC, teachers & admin Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. Use of incentives to encourage attendance and participation during interventions. b. Teacher will promote the 7 Habits - Leader in Me initiative to increase student goal planning, focus, and leadership skills. c. Math camps will be administered before the actual STAAR d. Utilize rotation between math teachers to group students by latest Benchmark test scores. This will allow teachers to group by ability and help all low performing students e. Pull Out Groups covering grade level objectives for low performing students f. Students will get additional assistance through extended day and Saturday School when needed. g. Students will participate in Flex Fridays. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin. Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Provide opportunities for teachers to attend in -and-out of district math and technology inservices, workshops, and trainings such as CAMT, NCTM & RGVCTM, Region One, State Assessment Conference, within district training, STAAR related training, out of district training, PLC and others to increase effectiveness in instruction thereby contributing to an increase in student success. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments * District Benchmarks * STAAR *NWEA Map Test Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & administration Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Use the "practice with modeling and drill" component via resource books, fluency books and other resources such as taped-problems, cover-copy, compare, and incremental rehearsal to assist students in developing math fluency. b. STAAR books and resources, classroom subscriptions and programs for use in Spiral Reviews & P.O.D.'s to strengthen conceptual understanding and re-enforce strategies there by promoting math fluency and efficiency. c. Use of manipulatives, outside (commercial) resources, and online supplements, programs, and subscriptions to provide students additional assistance as well as to re-enforce the math curriculum. d. Use of math supplies, tools and resources such as, but not limited to whiteboards, markers, student STAAR workbooks, and computer enhanced programs in order to implement pre-STAAR math camps to assist students in reviewing tested math curriculum. use math/science manipulatives, k-12Summit, Apex, ProblemAttic, chromebooks, classroom libraries and Cardonex to enhance lessons.. Use plexiglass shields and PPE for teachers while they present information to allow for social distancing safety. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark, NWEA Map test and STAAR. Staff Responsible for Monitoring: Mathematics Teachers Administration Special Ed Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By Spring of 2022, the number of students who score at the Approaches level on the Reading Staar Assessment will increase by 10%. 6th- 62%, 7th 57%, 8th-62%.





By Spring of 2022, the number of students who score at the Approaches level in Writing STAAR Assessment will increase from 64% to 75% and the number of students who score at the Meets level will increase from a 33% to a 40%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a. STAAR Testing & Supplemental Materials/ Aides i. e. Dictionaries Instructional Magazines, Compass Learning, Acellus, individual book titles, Istation. b. Independent Reading Time, Guided Reading, Shared Reading c. STAAR Reading strategies/ Presenters Pre-Ap strategies d. Springboard Curriculum e. District Scope and Sequence for reading and writing. f. Novel based curriculum g. Seven Habits Curriculum h. Writing rubrics, word walls, writing labs, SIOP and ESL strategies i. Apex j. Abydos Writing Institute - SEL Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR Staff Responsible for Monitoring: ELA teachers ELA strategists SPED teachers ITC Campus Administrators Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$100,355, - Title 1, Part A - \$111,748	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. Spanish/English Translators, dictionaries and Tutorial Software b. E-Learning (Google Classroom, and Edmodo) c. Newsela.com d. Chromebooks e. Edpuzzle, APEX, ProblemAttic, MYON, Readworks, f. Nearpod, Flocabulary, Epic g. Learning Farm h. Summit K12 i. Zoom, Google Voice, Google, Meets, Remind Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR Staff Responsible for Monitoring: ELA teachers ELA strategists SPED Teachers ITC Instructional Assistants Campus Administrators Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. MYON, Literacy programs, TI-Station, multi-media technology software b. Reading, Writing, Grammar Camps c. Inclusion, Small group reading, Instructional. cultural field trips, Reading Labs d. Learning Ally (SPED) e. Students will get additional assistance through Extended Day and Saturday School when needed. f. Students will participate in Flex Fridays Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark, NWEA Map and STAAR Tests Staff Responsible for Monitoring: ELA teachers ELA strategists Sped Teachers Instructional Assistants ITC Campus Administrators Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students b. Teachers will receive trainings on NWEA Map testing and Problematic. Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR Staff Responsible for Monitoring: ELA teachers ELA strategists SPED Teachers ITC Campus Administrators Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. supplemental magazines to develop reading skills b. SRI, Reader's Theatre, Novels for novel units, classroom subscriptions c. STAAR workbooks d. Scholastic Scope , Action Jr. Scholastic e. Incentives to encourage reading f. Supplies for Reading Celebrations and will use Apex, K12 Summit,chromebooks and classroom libraries to enhance lessons. g. New York Times-subscriptions and Audiobooks.com h. Furniture to accomodate all students. h. Headsets i. Teachers Pay Teachers J. Use Apex, K12 Summit , chromebooks, headphones, classroom libraries and Cardonex programs to enhance student activities and instruction. Plexiglass shields will also be used for teachers to maintain social distancing safety while giving instruction. Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR Staff Responsible for Monitoring: ELA teachers ELA strategists Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 5: By 2022, 100% of the students will be provided developmental guidance and counseling in their graduation plan.

Evaluation Data Sources: Graduation plans in the recommended or distinguished achievement.

Strategy 1 Details	Reviews			
Strategy 1: Increase educational opportunities through 9th grade orientation and SLC registration. Strategy's Expected Result/Impact: Students will be aware of different career paths for their futures. Staff Responsible for Monitoring: Counselors Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Social Skills and cyber bullying interventions will be integrated within guidance lessons. Strategy's Expected Result/Impact: Students will develop skills to think critically and behave safely on the internet. Staff Responsible for Monitoring: Counselors Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Decrease student academic failure rate by meeting with failure students individually and setting Leader In Me goals for all students including At-risk students. Strategy's Expected Result/Impact: Students will have attainable and workable goals. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.2 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$131,857, - Title 1, Part A - \$157,472	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4) Motivate and promote student success through end of the year awards assembly/six weeks honor and superior honor roll celebrations. Strategy's Expected Result/Impact: Students will be motivated and have an academic goal to reach. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: By 2022, the number of Overall Advanced Status on Telpas will increase 5% from 2022. We will incorporate materials that will enhance student misunderstanding of literacy.

Evaluation Data Sources: TELPAS: Reading, Writing, Listening and Speaking Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. TEKS Resources b. Rosetta Stone Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) TEKS Resource Center Science: Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools. a) TEKS Resource Center Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as TEKS resource Center Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Technology Integrate the application of technology with different devices and the use of web cams to promote a blended learning environment in all core classes for the ELL students through various programs: a. Imagine Math (formerly TTM) b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. Kurzweil h. ESL Reading Smart i. Scholastic j. Moodle k. Stemscope Science l. Pearson Realize m. Nearpod n. Edpuzzle	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Strategy 3: Interventions ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading</p> <p>a. Quick Writes b. Vocabulary Activities c. Word Walls</p> <p>Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through:</p> <p>a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall</p> <p>Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson c. Realize.</p> <p>ALL STAAR Tested Areas: - The Leader in Me will be implemented to promote positive relationships and goal planning</p> <p>-Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional tutoring -Chrome Books will be utilized to enhance learning and to assist with interventions</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Strategy 2: Technology Integrate the application of technology with different devices and web cams to promote a blended learning environment in all core classes for the ELL students through various programs: a. Imagine Math (formerly TTM) b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. PathBlazers h. Kurzweil i. ESL Reading Smart j. Scholastic k. Moodle l. Stemscope Science m. Pearson Realize Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Strategy 3 Interventions: ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. #Writing Wednesday b. Quick Writes c. Vocabulary Activities d. Word Walls e. Author's Wall Math: Use teaching and learning strategies that will support		Formative			Summative
		Nov	Jan	Mar	June

literacy development and enhance the understanding of math concepts and vocabulary through:

- a) #WritingWednesday
- b) Quick writes
- c) Building vocabulary activities
- d) Bilingual Word Wall

Science:

Social Studies:

Teachers will emphasize social studies skills by using a variety of resources such as:

- a. Google Classroom
- b. Pearson
- c. Realize.

ALL STAAR Tested Areas:

- The Leader in Me will be implemented to promote positive relationships and goal planning
- Virtual E xtended Day and Virtual Tech Support Serviceswill be implemented to assist students that require additional tutoring
- Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional tutoring
- Chrome Books will be utilized to enhance learning and to assist with interventions

Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects

Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists
All Teachers
Bilingual/ESL Director

Comprehensive Support Strategy

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Strategy 6 Details	Reviews			
Strategy 6: Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge. Including but not limited to: -Vocabulary Development -Reading and Comprehension Skills -Technology Applicaitons Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Strategy 5: Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Use APEX, K12-Summit, chromebooks, headphones, calculators, and classroom manipulatives along with classroom libraries to enhance classroom instruction. Plexiglass shields will be used to allow for social distancing safety while giving instruction. Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Directo Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 7: (SPED/504/Dyslexia) By Spring 2022, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 33% to 40%, Math STAAR from 52% to 55%, Science STAAR from 48% to 55%, and Social Studies STAAR from 33% to 40%.

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1 - Curriculum: READING/WRITING 1.(a) Teachers will use probing questions to clarify and extend reading vocabulary. (b) Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. (c) Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self-correct writing samples. (#Writing Wednesday, Quick-Writes) MATH 1.(a) Teachers will use probing questions to clarify and extend math vocabulary. (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting (Problem of the Day). (c) Teachers will increase student listening skill comprehension to adjust math instruction. SCIENCE 1.(a) Teachers will use probing questions to clarify and extend science vocabulary. (b) Teachers will promote student measurement skills to address individual needs. (c) Teachers will promote student writing skills for reporting purposes. SOCIAL STUDIES 1.(a) Teachers will use probing questions to clarify and extend social studies vocabulary. (b) Teachers will promote critical thinking skills to foster student reading and writing skills. (c) Teachers will promote writing skills to increase student connections to culture and government. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 2) Strategy 2: Technology - Teachers will promote the use of the following to increase student knowledge and class participation: 1.(a) Library resources (b) Brainpop, CNN 10 News, News To You, Raz Plus, Kami, IXL, Moby Max, Learning Ally audio books, web cams, Google classroom, Kurzweil, Summit K12 Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade-level subjects Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3) Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate with general education teachers in planning and monitoring student progress every six weeks. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services, PLC (co-teaching, small group assistance/in class support) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Teachers will promote the 7 Habits- Leader in Me initiative to increase student goal planning, focus, and leadership skills. (f) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. (g) Mild, self contained, Resource/Dyslexia direct instruction, small group, target focus skill and objectives Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher, Support Staff, General Education Teachers, Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$24,936, - Title I, Part A - \$70,155		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: 4) Strategy 4: Staff Development - 1.(a) Teachers will participate in staff development to ensure professionals continue highly qualified status and to keep abreast on latest strategies, techniques, resources, and technology available for each subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state-mandated grade level subjects Staff Responsible for Monitoring: Special Education Teachers, Support Staff, General Education Teachers, Administration		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 5. Materials	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 5) Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 5) Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, headsets, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: 5) Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, military and service ready leaders.

Performance Objective 8: By Spring 2022 the percentage of Advanced Academic students who score at the Master's Level on the Algebra One EOC will remain at 100% Approaches and Meets and Masters greater than or equal to 90% .

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: 1) Curriculum -Implement the TEKS Resource System including the addition of SpringBoard Curriculum -alignment of the curriculum, instruction, and assessment, Year at a Glance 2) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: -spiral activities -word walls -journals -exit cards -Go Formative -Kuta Software -Aleks -Kami -ProblemAttic Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR *Performance Tasks *Learning Checkpoint *NWEA Map Test Staff Responsible for Monitoring: CIFs, Advanced Academic Strategist, teachers, Special Ed teachers, ITC Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 2) Technology-Use technology with different devices and web cams to help students gain a better understanding of the topics covered, gain immediate feedback, give students alternate instruction of objectives, and involve students in meaningful activities. Chromebooks will enhance student learning through online research Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIFs, CTC, advanced academic teachers Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3) Interventions Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIFs, CTC, advanced academic teachers Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 4) Staff Development-enhance content knowledge and effectively implement research-based instructional strategies. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIFs, Strategists, advanced academic teachers Comprehensive Support Strategy Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 5) Advanced Academic Materials a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Advanced academic teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: By Spring 2022, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: Migrant Middle School Survey

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all student in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 10: By Spring 2022, the percentage of students in the Fine Arts Department will increase student participation in the arts to 70% of total student enrollment.

Evaluation Data Sources: WISD Fine Arts Census Report

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: language arts, math, science, reading, and social studies. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes: . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist and will compare and contrast verbal and written composition . Create a stage diagram to scale using mathematical strategies . Design costumes with the appropriate time periods in mind . Ethical discussions relating to scientific topics in various plays d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building. Staff Responsible for Monitoring: Fine Arts Department Campus Administration Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. move from the substitution to the augmentation level on the SAMR scale in lessons b. web page, 3-D printers, media retrieval system Staff Responsible for Monitoring: Fine Arts Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a) Consumables, general supplies technology devices Strategy's Expected Result/Impact: Improve performance for all populations on assessments, CBAs, benchmarks and STAAR Staff Responsible for Monitoring: Fine Arts Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Staff development to ensure professionals continue being highly qualified and to continue selfeducation/improvement on the latest strategies, techniques, resources, and technology available for the subject areas. Strategy's Expected Result/Impact: Equip teacher with more intense knowledge to create more thought stimulating lessons. Staff Responsible for Monitoring: Fine Art Teacher Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Strategy 5: Materials		Formative			Summative
		Nov	Jan	Mar	June
a. Manipulatives, perishable, and non-perishable items, audio					

and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objective, and initiatives for the subject area.

Art participation in:
2019 Dia De Los Muertos Exhibit
K-12 City of Weslaco Centennial Celebration Art Contest
WISD Faculty Art Show
WISD Central office exhibit
Annual Fine Arts Festival.
Supplies Needed - Assorted pens, paints and brushes
Black mat boards for exhibits
Easel stands for displaying art work.

Theatre Arts - Weslaco 100 celebration
UIL competitions
WISD Fine Arts Fiesta
Supplies - scripts, playbooks, royalty fees, props, costumes for performances
projector and printer for classroom instruction

General Music/Guitar -
Yearly Weslaco Christmas Parade
Performances at the Adult Daycare
To Meet Class expectations/requirements
Students need guitars to perform effectively and successfully in class
Guitar stands and guitar cases to properly care for the instruments

BAND - access to portable white boards (for visual learners when the band class splits to separate rooms)
-65n tuners with clip on pick (most students cannot afford these on their own and they are a necessity for a large ensemble and individual sense of pitch and tuning.
-visual aids (music-related ie, anchor charts) for increased access to information quickly. Students can feel like it's their space)

Choir - pitch pipe for outside performances (pep-rallies)
portable white boards for students to decorate the classroom (build rapport)
permanent colored markers, tape paints, paint brushes, poster boards, glues, scissors, music/choir visual aids.

Staff Responsible for Monitoring: Fine Art Teacher
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy



No Progress



Accomplished



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



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

Performance Objective 11: By Spring 2022, 90% of students will increase their tier levels on the Istation Reading Reports/Lexile Levels.

Evaluation Data Sources: SRI report

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program. b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Read a Book Day, Read Across America Day, Dr. Suess Day, Ban Book Week, Teen Read Week and National Library Week. c) Train/demonstrate to staff the importance of library resources in our district by collecting data and following the library standards. d) Teach students and staff to comply with current school board policies, legislation and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Library Staff Campus Administration Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to thru region one databases and library resources community using web & paper resources Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$38,029, - Title 1, Part A - \$40,937	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, military and service ready leaders.

Performance Objective 12: Students in 6th and 7th Grade will show gains in their yearly Fitness Gram Assessments from previous year.

Evaluation Data Sources: Fitness Gram Data

Strategy 1 Details	Reviews			
Strategy 1:) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2:) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3:) Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, military and service ready leaders.

Performance Objective 13: By Spring 2022, 100% of the students who are in a CATE Technology applications course will be able to type on an electronic device with ease.

Evaluation Data Sources: Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Code.org, Common Lit, IStation, AR, EdPuzzle, Learning Ally, web cams, and wireless mice. Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student literacy and skills. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks. Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating District writing Initiative c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$114,681	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher classroom teacher librarian library assistants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$12,370, - Title 1, Part A - \$7,504	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, military and service ready leaders.

Performance Objective 14: By Spring 2022, 100% of 8th grade students will be enrolled in CATE courses.

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





Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, MicroType6, ICEV online, Microsoft Word, Excel and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Interventions a) Implement Word Wall b) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology and leadership skills Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Instructional Coach Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Library assistants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs that develop college, career, military and service ready leaders.





Performance Objective 15: By Spring 2022, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: Migrant Middle School Survey

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year. 2) Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. 3) Strategy 5: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 1: 100% of B. Garza Middle School students and staff will complete Internet safety training using the Common Sense Media curriculum. This will allow our campus to continue being a Common Sense Media Certified School.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will complete the requirements to become a Common Sense Media Certified School. Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. Staff Responsible for Monitoring: All Teachers Librarian CTC Administration Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Students will receive instruction on digital citizenship. Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. Staff Responsible for Monitoring: All Teachers Librarian CTC Administration Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 2: Special Education teachers, instructional paraprofessionals, teachers from each team and the Crisis Team will become CPI certified to ensure student safety should a crisis arise on campus.

Strategy 1 Details	Reviews			
Strategy 1: All staff members will receive training on how to properly address a crisis. Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff members will practice monthly fire drills with and without blocked passage ways. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Comprehensive Support Strategy Funding Sources: - Title 1, Part A, - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All staff members will practice monthly lock-down drills. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively practice a lock-down drill in case a serious incident occurs. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: All staff members will receive training and practice a shelter in place drill, a severe weather drill and a reverse evacuation drill. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively practice a severe weather drill, a reverse evacuation drill and a shelter in place drill. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 3: All staff members will be assigned morning duty to monitor students and ensure their safety.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be assigned morning duty to monitor students and ensure their safety and paraprofessionals will be assigned afternoon duty. Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being. Staff Responsible for Monitoring: All teachers All paraprofessionals Administration Comprehensive Support Strategy Funding Sources: - Title 1, Part A, - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All visitors to B. Garza Middle School will have to sign in at the security desk as well as the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students. Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being. Staff Responsible for Monitoring: Receptionist Attendance Clerk Office Staff Members Administration Security Guards Comprehensive Support Strategy Funding Sources: - Title 1, Part A, - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Weslaco ISD has installed gates surrounding all access points of entries to B. Garza Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety. Strategy's Expected Result/Impact: Monitoring and securing all students, staff members to ensure everyone's safety. Staff Responsible for Monitoring: Administration Security Guards All staff members All Teachers Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: B. Garza's Middle School's administration, security guards, ISS staff member, receptionist, CTC and custodian use a radio to readily and effectively communicate with each other in case of an emergency. Strategy's Expected Result/Impact: Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. Staff Responsible for Monitoring: Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Security Guards patrol hallways and monitor security cameras in an effort to secure B. Garza Middle School students, staff members and premises. Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at B. Garza Middle School. Staff Responsible for Monitoring: Administration Security Guards Safety and Security Director Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 4: B. Garza Middle School will maintain one to one ratio of chrome books for all students in all classrooms in order to promote digital learning, ensure that students have opportunities to receive blended learning lessons and move from substitution to augmentation on the SAMR model.

Strategy 1 Details	Reviews			
Strategy 1: B. Garza will direct a portion of the budget to maintain, and replace chromebooks, copiers, carts, and other technological equipment such as, but not limited to printers, scanners, printing supplies, and smart tablets. Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have multiple opportunities to receive staff development in areas specific to blended learning. Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 5: All content area teachers will incorporate technology in the curriculum as deemed fit throughout the year

Strategy 1 Details	Reviews			
Strategy 1: Provide regular staff development to all teachers on embedding technology effectively in the curriculum. Strategy's Expected Result/Impact: Engaged students in the classroom at an accomplished level. Staff Responsible for Monitoring: Teachers Administration Instructional Coach Librarian Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet once a week by departments (PLC)to plan, share, and discuss technology -rich lessons. Strategy's Expected Result/Impact: All teachers will effectively use technology in the classroom. Staff Responsible for Monitoring: Teachers Administration Instructional Coach Librarian Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: ENGAGING LEARNING ENVIRONMENTS - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 6: All students at B. Garza Middle School will use Google classroom, I-station, and MyOn by practicing safe and secure technology procedures.





Strategy 1 Details	Reviews			
Strategy 1: All students will be engaged in blended learning opportunities via Google Classroom. Strategy's Expected Result/Impact: Students will show at least 5% growth in STAAR reading, writing and English I EOC. Staff Responsible for Monitoring: All classroom teachers Administration Librarian Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will be engaged in Common Sense Media lessons to learn safe and secure on-line procedures. Strategy's Expected Result/Impact: Students will show at least 5% growth in STAAR reading, writing and English I EOC. Staff Responsible for Monitoring: All classroom teachers Administration Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Strengthen and increase our parent and community engagement in schools by 5%

Evaluation Data Sources: Six Weeks Reports, Sign-ins, and evaluations

Strategy 1 Details	Reviews			
Strategy 1: Parent and student surveys. contact logs including tracking parent participation through logging volunteer hours Strategy's Expected Result/Impact: Increase parent and family engagement. Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students, and Administration, parent specialist Title I Schoolwide Elements: 3.1 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus events and educational monthly meetings -STAAR, Mental Health, Literacy and Reading Strategies, technology, Leader In Me, parent teacher conference and home visits. Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships. Strategy's Expected Result/Impact: Parents are engaged and participate with campus events/activities, thus student achievement increases. Students are more motivated to learn thus will be more successful in school *PASSOS *ESL *Leader in Me *Yearly Health Fair Staff Responsible for Monitoring: Student, Teacher, parent, Administrator, Campus Technology Coordinato Parent Specialistr Title I Schoolwide Elements: 3.1 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week, and Bully prevention presentations Strategy's Expected Result/Impact: Parents and students are aware of the negative effects caused by using drugs, alcohol, tobacco, opioids, vaping, and that bullying is not tolerated. Parents and students are familiarized with various career choices upon graduation. Having guest speakers may increase B. Garza's attendance. Staff Responsible for Monitoring: Social Worker, Teachers, Administrators, Parent Specialist Comprehensive Support Strategy Funding Sources: - Title 1, Part A, - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Community will partnership with B. Garza M.S. to provide: Uniforms "In His Name" Shoes "In His Name" School Supplies Backpacks Blankets other items of clothing Students and parents will participate in: Meet the Teacher Night Red Ribbon Week/Just Say No Week Leader In Me Assembly Open House Tech Night Career Fair and Meet the Middle School Event. Strategy's Expected Result/Impact: Increased collaboration between parents, students, and community members. Staff Responsible for Monitoring: Social worker, teachers, administrators, students, and parents Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.





Performance Objective 2: Increase parent and school collaboration, communication, participation, and attendance by 5%.

Strategy 1 Details	Reviews			
Strategy 1: 1. Parent and student surveys, contact logs including tracking parent participation through logging volunteer hours. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students and Administration Title I Schoolwide Elements: 3.1 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2. Campus events and meetings such as parent teacher conference and home visits, Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships. Strategy's Expected Result/Impact: Parents are engaged and participate with campus events/activities. Student achievement increases. Students and parents are more motivated to learn thus be more successful in school. Staff Responsible for Monitoring: Student, Teacher, Parent, Administrator, Campus Technology Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT - Implement High-Quality, research-based professional development and continuous support for all employees.

Performance Objective 1: By the Spring of 2021, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

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





Strategy 1 Details	Reviews			
Strategy 1: Staff will attend staff development training's in the areas as follows: -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State Assessments -PLC Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level. Staff Responsible for Monitoring: -District Personnel -Administration -CTC -Staff Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will continue to attend Leader in Me staff developments presented by Campus Lighthouse Team. Strategy's Expected Result/Impact: Implementation of Leader in Me concepts and 7 Habits curriculum. Staff Responsible for Monitoring: All staff Leader In Me Consultants Campus Lighthouse Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By Spring 2021, 100% of federal, state and local funds will go through improvement and budget planning in order to maximize the impact of the resources to assist students to Meets Grade Level or Masters Grade Level on STAAR assessments.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and implement services and programs with the aim of upgrading our entire educational program Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments Staff Responsible for Monitoring: -Aministration -CTC -Department Heads Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE), - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The B. Garza Middle School comprehensive needs assessment was reviewed on August 10, 11 and 17, 2021 during our campus Staff Development Days.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Student Achievement Improvement Plan Committee Members:

- | | |
|-------------------------------|---------------------------------------|
| 1. Gilbert Reboloso | Principal |
| 2. Sabrina Cuellar | Assistant Principal |
| 3. Cynthia Gonzalez | CIF |
| 4. Eva Saucedo | CIF |
| 5. Patricia Carreon | Math Department Head |
| 6. Julio Trevino/Mike Vasquez | Science Department Head |
| 7. Corina Puente/Tracy Ramos | Social Studies Department Head |
| 8. Christopher Gracia | Campus Athletic Coordinator |
| 9. Pam Munoz | Special Education Department Head |
| 10. Lissbeth Sustaita | ESL Chair |
| 11. Yvette Perez | English Language Arts Department Head |
| 12. Sandra Cerda | Campus Technology Coordinator |
| 13. Iris Hernandez | Social Worker |
| 14. Dora Alaniz | Counseling |
| 15. Elsa Robles | Librarian |

2.2: Regular monitoring and revision

Monthly Site Based Meetings-agenda review.

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

B. Garza Middle School Campus Improvement Plan is located on campus in the main office. The plan can also be found on the district's website (wisd.us) or in the B. Garza Middle School website.

2.4: Opportunities for all children to meet State standards

- Extended Day
- Saturday School
- RTI
- 504
- Dyslexia Intervention
- Special Education
- Reteaching Opportunities
- Extended Time for assignments.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee:

1. Jose Baron Campus Parent Liaison
2. Cynthia Gonzalez CIF
3. Iris Hernandez Social Worker
4. Guadalupe Hernandez Teacher

3.2: Offer flexible number of parent involvement meetings

Parental Meetings for the 2021-2022 will be held every month and in the morning and afternoon to ensure many parents have access to attending.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aholibana Covarrubias	Instructional Aide State Sp. Ed.	State Special Ed.	1
Ana Garces	Instructional Aide	Title I Part A	1
Angela Ozuna-Hernandez	Teacher Self-Contained Sp. Ed.	State Special Ed.	1
Cynthia Gonzalez	Facilitator Campus Instructional	State Comp.	1
Diana A. Cepeda	Library Aide	Title I Part A	1
Elma Chapa	Teacher LEP	Title III Part A	1
Esmeralda G. Valdez	LVN	Title I Part A	1
Eva A. Saucedo	Facilitator Campus Instructional	State Comp.	1
Francisco Ginez	Instructional Aide Special Ed.	Federal Special Ed.	1
Irismelda Hernandez	Social Worker	State Comp.	1
Isabel Delgado	Speech Pathologist	State Special Ed.	.5
Jesus Rodriguez	Instructional Aide Special Ed.	Federal Special Ed.	1
Jose L. Baron	Parent Specialist	Title I Part A	1
Melissa A. Campos	Instructional Aide Special Ed.	Federal Special Ed.	1
Melissa Hernandez	Registered Occupational Therapist Aide	Federal Special Ed.	0.1
Michelle Adams	Teacher Self-Contained Sp. Ed.	State Special Ed.	1
Michelle Medina	Teacher Resource Sp. Ed.	State Special. Ed.	1
Pamela Munoz	Teacher Inclusion	State Special Ed.	1
Rey Banda	Teacher Resource Sp. Ed.	State Special Ed.	1
Robert De Anda	Teacher Resource Sp. Ed.	State Special Ed.	1
Ruby Coronado	VI Teacher	Federal Special Ed.	0.125
Sandra Cerda	Technology Instructional Coach	State Comp.	1
Sandra Garcia	Counselor Aide	State Comp.	1
Sylvia Hinojosa	Instructional Aide Special Ed.	Title I Part A	1
Yolanda Rodriguez	Media Aide	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$100,355.00
1	5	3			\$131,857.00
1	7	3			\$24,936.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	5			\$0.00
1	11	4			\$38,029.00
1	13	2			\$114,681.00
1	13	4			\$12,370.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$0.00
2	5	2			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$422,228.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$111,748.00
1	5	3			\$157,472.00
1	7	3			\$70,155.00
1	8	2			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	11	4			\$40,937.00
1	13	4			\$7,504.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$387,816.00
Grand Total					\$810,044.00

Addendums