

Weslaco Independent School District

Central Middle School

Improvement Plan

2020-2021



Mission Statement

The mission of Central Middle School is to educate all students in academics, enhance their personal and social growth, and help them achieve their goals as well as produce responsible, caring, and self-reliant role models in the community.

Vision

At Central Middle School, we recognize that each student needs to be empowered to achieve success. With a partnership of parents, staff and students, we are able to provide a positive learning environment for all students so that they are challenged to become technologically advanced, critical thinkers and life-long learners for the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Middle School is located in Weslaco, Texas. Central Middle School serves 6th-8th grade level students; the breakdown by grade level is as follows: 6th grade-293, 7th grade-301, and 8th grade-313 students. That equates to 2% White and 98% Hispanic.

Central Middle School serves the following populations: 17% ELLs, 44 % at-risk, 77% economically disadvantaged, 11% G/T, and 8% SpEd.

Central Middle School has 57 teachers. 50% of the teachers have less than 10 years experience and the average years of experience for the campus is at 11.6 years.

Demographics Strengths

- Central Middle School earned 7 out of 7 academic distinctions in the following areas: reading, social studies, math, science, top 25% student progress, top 25% closing performance gaps and post secondary readiness for two years in a row, 2016-17 and 2017-18 school year.
- Central Middle School increased 3 % in Index I, student achievement.
- Central Middle School increased 3 % in Index III, closing performing gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SpEd students in all grade levels are not passing STAAR at the same rate as non-SpEd students. **Root Cause:** SpEd students are below grade level and STAAR test is on grade level.

Problem Statement 2 (Prioritized): ELs across all grade levels are not passing STAAR at the same rate as non-EL students. **Root Cause:** ELs lack fluency and comprehension in the attainment of academic vocabulary in all areas.

Student Learning

Student Learning Summary

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

2016-2017 Index I: Student Achievement; the state target is 60 and Central Middle School scored 75 points.

2016-2017 Index II: Student Progress; the state target is 30 and Central Middle School scored 39 points.

2016-2017 Index III: Closing Performance Gaps; the state target is 26 and Central Middle School scored 42 points.

2016-2017 Index IV: Postsecondary Readiness; the state target is 13 and Central Middle School scored 55 points.

Student Learning Strengths

Central Middle School received the Texas Education Agency's rating of Met Standard.

In Index I, Central Middle School scored 75. The state target is 60. The campus score is 3 points higher than last year.

In Index II, Central Middle School scored 39 points. The state target is 30.

In Index III, Central Middle School scored 42 points. The state target is 26.

In Index IV, Central Middle School scored 55 points. The state target is 13.

Central Middle School scores increased in three out of the four indexes.

In the area of math, science, social studies, Algebra I and English I, Central Middle School scored above the state average.

In the system safeguards, Central Middle School received 30 out of 36 which equates to 83% in the system safeguards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In math and reading, the SpEd scores are below the system safeguards standard of 60%. **Root Cause:** SpEd students are below level and are assessed at grade level in the areas of math and reading.

Problem Statement 2: ELL scores are below the system safeguards standard of 60% in the areas of reading, writing, science and social studies. **Root Cause:** ELLs lack fluency and comprehension in the attainment of academic vocabulary in all areas.

School Processes & Programs

School Processes & Programs Summary

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

Central Middle School students are scheduled into four core area eighty minute blocks and two forty minute elective classes. The core subject areas meet twice a week for department planning staff development and twice a month for a technology staff development. Each teacher also has a conference period that is utilized to work on lesson and assessment design, analyze data, examine instructional strategies to improve student performance. Central Middle School teachers use a wide array of technology in the classroom. Our campus is a Bring Your Own Device (BYOD) campus. Students are able to bring and utilize their own electronic devices. They are able to access the Internet throughout the building. Classroom teachers are able to determine the use of the student devices in their classrooms. Technology found at Central Middle School include teacher-issued laptops, desktops for classroom, iPads and chrome books for staff and student use. Central Middle School has one Campus Technology Coordinator that provides technology support and technology staff development.

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

Central Middle School has implemented the Leader in Me curriculum for all students and staff members. The teachers introduce the 7 Habits lessons to students during advisory period. Students have a Leader in Me journal in which they write and reflect over the 7 Habits lesson of the week. The 7 Habits curriculum is an innovative way to teach students the importance of taking responsibility for their own learning and success.

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

Central Middle School students have the opportunity to being selected as a "student of the month" within their team. Students can also participate in a perfect attendance celebration if they attend school on a daily basis each six weeks. The students that earn A's and B's can participate in the end of the year awards assembly. In addition, students can participate in Author's wall and # Wednesday Writing, which if selected, publishes the students' writing by displaying it on a bulletin board. All of these celebrations and/or awards promote a positive culture and climate at school.

Central Middle School teachers can be selected as "teacher of the month". Three teachers are selected and spotlighted as "This is your day" by the principal at the monthly faculty meeting. Teachers are given goodie bags and treats for the week of Teacher Appreciation Week. These awards help promote a positive culture and climate at school.

Perceptions Strengths

- Teacher of the Month/Employee of the Month
- This is Your Day for professional staff members
- Teacher Appreciation Week Goodies and Treats
- Student of the Month
- Attendance Celebration
- Honor Roll and/or Superior Honor Roll Celebration
- End of the Year Awards Assembly
- Author's Wall
- # Wednesday Writing

Priority Problem Statements

Problem Statement 1: ELs across all grade levels are not passing STAAR at the same rate as non-EL students.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: SpEd students in all grade levels are not passing STAAR at the same rate as non-SpEd students.

Root Cause 2: SpEd students are below grade level and STAAR test is on grade level.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In math and reading, the SpEd scores are below the system safeguards standard of 60%.

Root Cause 3: SpEd students are below level and are assessed at grade level in the areas of math and reading.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee 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

Goals

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

Performance Objective 1: By Spring 2020, the number of students who score at the approaches grade level on the Social Studies STAAR Assessment will increase from 68% to 80%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1:**STRATEGY 1 - CURRICULUM:**

Assure success of ELL's, SPEDs, and general population by:

A) Emphasizing social studies skills by using a variety of resources such as, but not limited to:

- Google Classroom,
- Pearson Realize,
- Jarret's Mastering the TEKS
- Sirius STAAR Prep
- Social Studies Weekly

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

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2:**STRATEGY 2: TECHNOLOGY**

Assure success of ELL's, SPEDs, and general population by:

A) Utilizing the Chromebooks to enhance learning in the classroom.

B) Implementing high interest games/activities, to differentiate and emphasize key concepts that ensure students have the opportunity to master what is being taught/learned in the classroom (example, but not limited to: Prezi, Peardeck, Quizizz, Kahoot, edpuzzle, Gradecam, nearpod, brainpop, etc.

C) Keeping up with ways to utilize STRIVE to access student data to drive the curriculum.

D) Using TEKS Resource to help us create Graphic Organizers that focus on concepts to be covered.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR.

Staff Responsible for Monitoring: -Social Studies Teachers

-Strategist

-Social Studies CIFs

-Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: STRATEGY 3 - INTERVENTIONS:

Assure success of ELL's, SPEDs, and general population by:

A) Incorporating teaching and learning strategies to enhance the understanding of social studies concepts and literacy through:

--word walls,

--HOTS questions

--Document Based Questions (DBQ) which require students to work with primary & secondary documents and use higher-level thinking skills to use this information to defend a thesis.

B) Integrating extended day to provide remediation of Social Studies knowledge.

C) Offering a Saturday School STAAR Power Camp to reinforce the TEKS.

D) Reiterating the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative).

E) Regularly monitor STRIVE data to see where growth is being made and where it is we need to focus on to fill-in the gaps.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR.

Staff Responsible for Monitoring: -Social Studies Teachers

-District Social Studies Strategist

-Social Studies CIFs

-Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

State Comp Ed (SCE) \$1,331

ESF Levers: None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 4:**STRATEGY 4: STAFF DEVELOPMENT**

A) Participate in staff developments and implement what is learned to keep abreast with the latest strategies, techniques, resources, and technology available in social studies, including (but not limited to):

- Any/all social studies training (in-district & out of district) related to our current STARR/TEKS content
- Region One Training
- Pre-AP and GT Training
- Technology
- ESL/ELL trainings
- Inclusion in the classroom

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR.

Staff Responsible for Monitoring: -Social Studies Teachers

-District Social Studies Strategist

-Social Studies CIFS

-Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 5:
STRATEGY 5: MATERIALS

A) Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.

<div> <div> Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR. </div> <div> Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Social Studies CIFs -Campus Administration </div> </div> <div> <div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 </div> <div> TEA Priorities: None </div> <div> ESF Levers: None </div> <div> Comprehensive Support Strategy </div> </div> <div> <div> Problem Statements: None </div> <div> Funding Sources: None </div> </div>		Formative
		Nov
		Jan
		Mar
		Summative
		June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 2: By Spring 2020, the number of students who score at the approaches grade level on the Science STAAR Assessment will increase from 75% to 85%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Strategy 1 - Curriculum:

a) Implement science materials for instructional purposes to aid students in the retention of necessary content

-Texas Resource System

-Stemscopes

-Edusmart

-STAAR COACH

-Pearson Realize

-Nearpod

-Quizlet

-EdPuzzle

-Screencast-o-matic

-Brain pop

b) Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools.

-Microscopes

-SEPUP

-Lab Aids

-Foss

c) Integrate leadership skills through competitions and initiatives such as science fair club and recycling 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2 - Technology:

a) Include technology in lessons to enhance student mastery of objectives and correct misconceptions.

- Gizmos
- Chromebooks
- Google classroom
- Quizlet
- Kahoot
- Plickers
- Edpuzzle
- Flipgrid
- Nearpod

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.

Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Campus CTC

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Strategy 3 - Interventions: a)Provide opportunities to strengthen and reinforce content by providing differentiated instructional methods to ensure student growth and success. -small groups -tutoring -extended day -science camp -Spiraling strategies -Data binder b)Promote the 7 habit leader in me initiatives to increase student goal planning, focus, and leadership skills.	
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.	Formative
Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist, Special Ed. Department	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Problem Statements: None	
Funding Sources: State Comp Ed (SCE) \$8,669	

Strategy 4: Strategy 4 - Staff Development:

Attend professional development programs to broaden teacher knowledge. Including but not limited to:

- CAST
- RGVSA
- HESTEC
- NSTA
- Region One
- District and Campus PLCs

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

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Strategy 5 - Materials:

Teachers Will:

a) Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.

Strategy's Expected Result/Impact: 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

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: By Spring 2020, the number of students who score at the Approaches Grade Level on the Math STAAR Assessment will increase from 75% to 85%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Strategy 1 - Curriculum:

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

Strategy's Expected Result/Impact: Increased performance of students on assessments

- *Curriculum Based Assessments
- *District Benchmarks
- *STAAR

Staff Responsible for Monitoring:

Math Strategist
Math CIFs
Campus

Formative

Nov

Jan

Mar

Summative

June

Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Strategy 2: Strategy 2 -Technology: Integrate technology to promote blended learning *Aleks *TRS *Google Classroom *Brain Pop *Kurzweil *Imagine math		
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR		Formative
Staff Responsible for Monitoring: CIF, Math staff, teachers & admin.		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 3: Strategy 3 - Interventions:

a) Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through:

-#WritingWednesday

-Bilingual Word Wall

b) Use instructional materials, chrome books, computer programs and other strategies to implement in Extended Day

c) Utilize rotations

d) Pull Out Groups

e) Math camps

f) College tutor

g) Teacher will promote the 7 Habits - Leader in Me initiative

Strategy's Expected Result/Impact: Increased performance of students on assessments

*Curriculum Based Assessments

*District Benchmarks

*STAAR

Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Strategy 4 - Staff Development: *RGVCTM *CAMT *Region I *State Assessment Conference *Within district training *STAAR related training *Out of district training *PLC		
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR		Formative
		Nov
		Jan
Staff Responsible for Monitoring: CIF, Math staff, Math Inclusion teachers & admin.		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	June
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 5: 5) Strategy 5 - Mathematics 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: Improved performance for all populations on assessments, CBA's benchmark and STAAR.		Formative
Staff Responsible for Monitoring: Mathematics Teachers Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Comprehensive Support Strategy		


0% No Progress


100% Accomplished


Continue/Modify


Discontinue

Performance Objective 4: By Spring 2020, the number of students who score at the approaches grade level on the Reading STAAR assessment will increase from 78% to 85%.
 In addition, the percentage of writing students who score at the approaches grade level in the STAAR Writing assessment will increase from a 74% to 80%.

Evaluation Data Sources: STAAR TEST

Summative Evaluation: None

Strategy 1: Strategy 1- Curriculum:

- TEKS Resource System
- StudySync (McGraw Hill)
- Writing Coach
- Spring Board
- Scholastic
- Sirius
- STAAR Coach

Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark and STAAR

Staff Responsible for Monitoring:

ELAR Strategist
 ELAR CIF
 Campus Administration
 Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2- Technology:

Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment in ELAR classes.

- Google Classroom
- Kurzweil
- Istation
- Newsela
- Readworks
- Read Write Think
- Playaways
- Education World
- Common Lit
- EdPuzzle
- Quill
- Whoooo's Reading
- Apex
- Nearpod
- Flocabulary
- Flipgrid

Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR

Staff Responsible for Monitoring:

- CIF
- Administration
- ELA Inclusion Teacher
- Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

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Mar

Summative

June

Strategy 3: Strategy 3- Interventions:

The ELAR teachers will provide differentiated instructional methods and opportunities to ensure student growth and success.

- H.O.T.S. Questioning
- interactive word walls
- Interactive Workbooks
- Quick Writes
- #Wednesday Writing
- Silent Conversations
- Author's Wall
- DEAR Time
- Vocabulary Walls/Activities
- Rotations and Reading/Writing camps
- Extended Day
- Grading Sessions
- Co-teaching
- Writing Portfolios
- Data folders/binders

Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR

Staff Responsible for Monitoring: ELAR CIF
Teachers
Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Strategy 4 Staff Development

ELAR teachers will attend staff-development that allows/assist teachers in the areas of reading and writing strategies to keep abreast on the latest strategies, techniques, resources, and technology available for subject area.

- Readers/Writers Workshop
- PLC Meetings
- Writing Academy
- ABYDOS
- Gretchen Bernabei
- Barry Lane
- Region One
- Department Meetings
- Writing Literacy Academy

Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR

Staff Responsible for Monitoring: Administration
Teachers
CIF
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Strategy 5: ELAR 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: Improved performance for all populations and assessments, CBAs benchmark ans STAAR		Formative
Staff Responsible for Monitoring: ELAR Teachers		Nov
Administration		Jan
ELAR CIFs		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Comprehensive Support Strategy		June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>		

Performance Objective 5: By 2020, 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.

Summative Evaluation: None

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.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June
Additional Targeted Support Strategy		
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.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June
Additional Targeted Support Strategy		

Strategy 3: Decrease student academic failure rate by meeting with failure students individually and setting goals.			
Strategy's Expected Result/Impact: Students will have attainable and workable goals.			Formative
Staff Responsible for Monitoring: Counselors			Nov
Title I Schoolwide Elements: 2.5		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: None		None	Summative
Comprehensive Support Strategy			June
Additional Targeted Support Strategy			
Strategy 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.			Formative
Staff Responsible for Monitoring: Counselors			Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: None		None	Summative
			June
Strategy 5: Students will apply the Leader in Me beyond the text book.			
Strategy's Expected Result/Impact: Student leadership, less student referral/suspensions.			Formative
Staff Responsible for Monitoring: Counselors			Nov
Title I Schoolwide Elements: 2.5, 3.1, 3.2		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: None		State Comp Ed (SCE) \$68,438	Summative
Comprehensive Support Strategy			June
Additional Targeted Support Strategy			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 6: By Spring 2020, the percentage of ELs who score at the approaches level on STAAR Reading will be 60%, on STAAR writing will be 60%, on STAAR Math will be 60%, on STAAR Science will be 60%, and on STAAR Social Studies will be 60%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Strategy 1: Curriculum

ELAR:

Assure success of EL's by using:

- TEKS Resource System
- Study Sync
- Writing Coach
- Spring Board
- Scholastic
- FlipGrid
- Professional Learning Communities (6th-8th)
- Data Binders
- Google Classroom

c) Incorporate teaching and learning strategies to enhance the understanding of reading concepts and vocabulary through:

- Spiral activities
- Word walls
- HOTS Questions
- Use journals
- Exit Cards
- Graphic Organizers
- Data Binders

Math:

- a) Implement the TEKS Resource System
- b) Professional Learning Communities (6th-8th).

- Google Classroom
- Data Binders

c) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through:

- Spiral activities
- Word walls
- HOTS Questions
- Use journals
- Exit Cards
- Graphic Organizers
- creating word problems on covered objectives

- Data Binders

- Sirius STAAR Binders

Science:

a) science materials for instructional purposes to aid students in the retention of necessary content

- TRS

- Stemscopes

- Edusmart

- Sirius STAAR Prep

- Pearson Realize

- FlipGrid

- BrainPop

- EdPuzzle

- Nearpod

- Quizlet

- Google Classroom

b) Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools.

- Microscopes

- SEPUP

- Lab Aids

- Foss

c) Integrate leadership skills through competitions and initiatives such as science fair and recycling program.

Social Studies:

resources such as, but not limited to:

- Google Classroom,

- Pearson Realize,

- Jarret's Mastering the TEKS

- Sirius STAAR Prep

- Data Binders

c) Incorporate teaching and learning strategies to enhance the understanding of Social Studies concepts and vocabulary through:

- Spiral activities

- Word walls

- HOTS Questions

- Use journals

- Exit Cards
- Graphic Organizers

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 Teachers, Central ELA Bilingual/ESL Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Comprehensive Support Strategy		Formative
		Nov
		Jan
		Mar
		Summative
		June
Problem Statements: None Funding Sources: None		

Strategy 2: Strategy 2: Technology

Integrate the application of technology to promote a blended learning environment in all core classes for the EL students through various programs:

ELAR:

- Google Classroom
- Kurzweil
- Istation
- MyON
- Newsela
- Readworks
- Read Write Think
- Playaways
- Education World
- Common Lit
- EdPuzzle
- Quill
- Whooo's Reading
- Apex

Math:

- *Imagine Math (formerly TTM)
- *HMH Personal Math Trainer
- *Texas Go Math
- *Google Classroom
- *Brain Pop
- *Kurzweil

Science:

- Gizmos
- Chromebooks
- Google docs
- Quizlet
- Kahoot

Social Studies:

- Prezi
- Peardeck
- Quizizz
- Kahoot,
- Chromebooks
- Strive

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, and Social Studies Strategists and Teachers, and Bilingual Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Strategy 3: Interventions

ELAR:

- H.O.T.S. Questions
- interactive word walls
- Interactive Workbooks
- Quick Writes
- #Wednesday Writing
- Silent Conversations
- Author's Wall
- Vocabulary Walls/Activities
- Rotations
- Reading/Writing camps
- Extended Day
- Grading Sessions
- Co-teaching

Math:

- #WritingWednesday
- Quick writes
- Building vocabulary activities
- Bilingual Word Wall
- Extended Day
- _ Pull Out
- Co-Teaching

Science:

- small groups
- tutoring
- extended day
- science camp

Social Studies:

- word walls,
- HOTS questions

--Document Based Questions (DBQ)
 -Saturday School STAAR Power Camp
 -#WritingWednesday

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, Math, Science and Social Studies Teachers and Strategists, ELAR Strategist and Bilingual Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Comprehensive Support Strategy		Formative
		Nov Jan Mar
		Summative
Problem Statements: None Funding Sources: None		June

Strategy 4: Strategy 4: Staff Development

Attend professional development programs to broaden teacher knowledge. Including but not limited to:

ELAR

- Readers/Writers Workshop
- PLC Meetings
- Writing Academy
- ABYDOS
- Gretchen Bernabei
- Barry Lane
- Rein One
- Department Meetings

Math

- RGVCTM
- CAMT
- Region I
- State Assessment Conference
- Within district training
- STAAR related training
- Out of district training
- PLC

Science

- CAST
- RGVSA
- HESTEC
- NSTA

Social Studies

- Any/all social studies training (in-district & out of district) related to our current STARR/TEKS content
- Region One Training
- Pre-AP and GT Training
- Technology
- ESL/ELL trainings

- Inclusion in the classroom

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, Social Studies, Science, and Math Teachers, ELAR Strategist and Bilingual Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Bilingual/ESL

Comprehensive Support Strategy

General Fund

Title 1, Part A

State Special Education

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Strategy 5: Materials

All Core Subjects

-Manipulatives

- perishable, and non-perishable items

- audio and visual aids, -consumables workbooks, -reading materials

- electronic devices

- furniture

- student/instructional incentives

- general supplies to enhance 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, ELAR Teachers, ELAR Strategist, Bilingual Director, Science, Math and Social Studies Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7: By Spring 2020, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 26% to 45%, Math STAAR from 41% to 60%, Science STAAR from 24% to 45%, and Social Studies STAAR from 38% to 50%.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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, Silent Conversations, Poetry Across Curriculum, Writing Portfolios)

MATH

- 1.(a) Teachers will use probing questions to clarify and extend math vocabulary (Mental Math, Writing Across Curriculum, Spiraling)
- (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting (Problem of the Day, Mental Math, Imagine Math)
- (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 (Writing Across Curriculum, #Writing Wednesday)

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 (Writing Across Curriculum, #Writing Wednesday)

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		Formative
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
Problem Statements: None		
Funding Sources: State Comp Ed (SCE) \$26,447		
Strategy 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, audio books, Google classroom, Kurzweil, Imagine Math, Flocabulary, Edpuzzle, Prodigy, Reading A-Z, Flipgrid, Wordhippo.com, Rosetta Stone, Khan's Academy		
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		Formative
Staff Responsible for Monitoring: Special Education Teachers, Support Staff, Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
Problem Statements: None		
Funding Sources: None		

Strategy 3: Strategy 3- Interventions

1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/accommodations in order to meet the needs of individual students.

(b) Special Education teachers will collaborate weekly with general education teachers in planning and monitoring student progress.

(c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services (co-teaching, small group assistance, learning camps)

(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.

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

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 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 (PLCs for Special Education teachers, Writing Academy, LTRS training)

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov





Jan

Mar

Summative

June

Strategy 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		Formative
Staff Responsible for Monitoring: Special Education Teacher and Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>		

Performance Objective 8: By Spring 2020, the percentage of Advance Academics students who score at the Masters Level on the Algebra One E.O.C. will increase from 93% to 95% and 100% at the Approaches Grade Level.
By Spring 2020, the number of students who score at the Master's Level on the English One E.O.C. will increase from 12% to 15% and 100% at the Approaches Level.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Curriculum-

Implement the TEKS Resource System including the alignment of the curriculum, instruction, and assessment, Year at a Glance

b) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through:

- Spiral activities
- Word walls
- HOTS Questions
- Use journals
- Exit Cards

Strategy's Expected Result/Impact: Increased performance of students on assessments

- *Curriculum Based Assessments
- *District Benchmarks
- *STAAR

Staff Responsible for Monitoring: CIF's, Strategists, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Technology-Use technology 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 be utilized in the classroom to enhance student online learning through Project Based Learning. Students will be exploring real world problems and challenges by creating online journals/portfolios and collaborating through Google apps, blogs, You Tube or podcasts.

<div> Strategy's Expected Result/Impact: Increased performance of students on assessments <ul style="list-style-type: none"> *Curriculum Based Assessments *District Benchmarks *STAAR </div> <div> Staff Responsible for Monitoring: CIF's,CTC, advanced academic teachers </div>		Formative
		Nov
		Jan
<div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <div>TEA Priorities: None</div> <div>ESF Levers: None</div> </div>		Mar
<div> Problem Statements: None <div>Funding Sources: None</div> </div>		Summative
<div> Comprehensive Support Strategy </div>		June

Strategy 3: Interventions-

Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through:

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

Extended Day will be offered for students in need.

Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills.

Strategy's Expected Result/Impact: Increased performance of students on assessments

*Curriculum Based Assessments

*District Benchmarks

*STAAR

Staff Responsible for Monitoring: CIF, extended day coordinator, advanced academic teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Staff Development-enhance content knowledge and effectively implement research-based instructional strategies.

- *TRC-participating teachers
- *RGVCTM
- *CAMT
- *Region I
- *co-teachers
- *PLC

Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR		Formative
		Nov
		Jan
Staff Responsible for Monitoring: CIF,Strategists, advanced academic teachers		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Comprehensive Support Strategy		

Strategy 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		Formative
		Nov
		Jan
Staff Responsible for Monitoring: CIF, advanced academic teachers		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Comprehensive Support Strategy		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 9: By Spring 2020, 70% of Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: Migrant middle school survey

Migrant list

PFS report

Summative Evaluation: None

Strategy 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.
- b) Extended day or Saturday programs will be implemented for students to receive assistance with homework, reviewing strategies and learning new skills. Assist students with language barriers.

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

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

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 students in all core subjects.		Formative
Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Comprehensive Support Strategy		

Strategy 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

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		Formative
Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 10: By Spring 2020, the percentage of students in the Fine Arts Department will increase student participation in the arts to 75% of total student enrollment.

Evaluation Data Sources: 2018-2019 WISD Fine Arts Census Report

Summative Evaluation: None

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.

- e) Develop ideas from envision

ART:

- a) Students will learn a variety of techniques used to create art while incorporating important subjects areas such as math, science, writing and reading
- b) The student will develop and organize ideas from the environment
- c) The students will demonstrate an understanding of art history and culture as records of human achievement
- d) The student makes informed judgments about personal artworks and the art work of others
- e) The students will compare and contrast the use of art elements using vocabulary accurately
- f) Students will display their work on web page using scanners, drawing pads, bamboo pad, printers, cameras and other available technology
- g) Students will develop visual associations that aid in problem solving in their art work

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Fine Arts Department and Administration		Nov
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Title 1, Part A	Summative
Comprehensive Support Strategy	General Fund	June
	State Bilingual/ESL	
	State Special Education	
	State Gifted and Talented (G/T)	
Strategy 2: Strategy 2: Technology - a) To incorporate tech in lessons, photo shop, adobe spark b) Web page, scanners, chrome books		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Fine Arts Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Title 1, Part A	Summative
Comprehensive Support Strategy	General Fund	June
	State Bilingual/ESL	
	State Special Education	
	State Gifted and Talented (G/T)	

Strategy 3: Strategy 3: Interventions - a) Consumables, general supplies technology devices			
Strategy's Expected Result/Impact: Improve performance for all populations on assessments, CBA;s benchmark and STARR			Formative
Staff Responsible for Monitoring: Fine Arts Teachers			Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:		Mar
ESF Levers: None	None		Summative
Comprehensive Support Strategy			June
Strategy 4: Strategy 4: Staff Development - Staff development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, techniques, resources, and technology available for the subject areas.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: Fine Art Teachers			Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:		Mar
ESF Levers: None	Title 1, Part A		Summative
Comprehensive Support Strategy	General Fund		June
	State Bilingual/ESL		
	State Special Education		
	State Gifted and Talented (G/T)		

Strategy 5: Strategy 5: Material - 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: None		Formative
Staff Responsible for Monitoring: Fine Arts and Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June
<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>		

Performance Objective 11: By Spring 2020, 90% of students will increase their interest in literacy.

Evaluation Data Sources: End of year Circulation Report and Library Report

Summative Evaluation: None

Strategy 1: Strategy 1: Curriculum -

- a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program to assist At Risk students..
- b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Day, Ban Book Week, Teen Read Week and National Library Week.
- c) Train/demonstrate to staff the importance of library resources in our district by collecting data and following the library standards.
- d) Teach students and staff to comply with current school board policies, legislation and regulations regarding legal issues affecting the library program.
- e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school.
- f.) provide after school events to promote reading such as book club meetings, reading sessions, and battle of the books.
- g.) provide guidance with understanding of multiple genres and diverse literary texts.

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		Formative
Staff Responsible for Monitoring: Librarian District Librarian Staff Administration		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	State Comp Ed (SCE) \$34,684	
Comprehensive Support Strategy		

Strategy 2: Strategy 2: Technology -

a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas.

b) Advertise current digital resources available to community using web & paper resources

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.

Formative

Staff Responsible for Monitoring: Librarian

Nov

District Librarian

Jan

Staff

Mar

Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Summative

TEA Priorities: None

Funding Sources:

June

ESF Levers: None

None

Comprehensive Support Strategy

Strategy 3: Strategy 3: Interventions -

- a) Purchase perishable and non-perishable items, audio and visual aids, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program.
- b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed.
- c) Inquiry and research activities to increase student understanding of the BIG 6 and to understand the difference between primary and secondary sources.

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.

Staff Responsible for Monitoring: Librarian

District Librarian

Staff

Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Strategy 4: Staff Development -

- a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences.
- b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas.
- c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices.

Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.		Formative
Staff Responsible for Monitoring: Principal District Librarian Librarian		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Comprehensive Support Strategy		

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.		Formative
Staff Responsible for Monitoring: Principal District Librarian Librarian		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Comprehensive Support Strategy		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 12: By Spring 2020, 100% of students will perform physical skills and fitness and participate in recreational activities and team sports.

Evaluation Data Sources: Formal and Informal assessments such as skill testing, written tests, and Fitness Gram will be administered

Summative Evaluation: None

Strategy 1: 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2: Staff development - Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the physical education teachers.				
Strategy's Expected Result/Impact: Improved performance on formal and informal assessments.				Formative
Staff Responsible for Monitoring: PE Coaches Administration				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 3: Strategy 3 - PE Materials Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.				
Strategy's Expected Result/Impact: Improved performance on formal and informal assessments.				Formative
Staff Responsible for Monitoring: PE Coaches Administration				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Comprehensive Support Strategy				June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 13: By Spring 2020, 100% of 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

Summative Evaluation: None

Strategy 1: Strategy 1: Curriculum -

- a) Teachers will apply the state adopted career and technology textbooks/curriculum and any other resource as deemed by the school district.
- b) Teachers will integrate all content areas.
- c) Different instruction methods and techniques.

Strategy's Expected Result/Impact: Improve performance for all population on assessments.

Staff Responsible for Monitoring: Career and Technology Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2: Technology -

1.
 - a) Google Classroom
 - b) Moodle
 - c) ICEV software
 - d) Micro-type software
 - e) Google Applications
 - f) Photoshop
 - G) Illustrator
 - H) I Station
 - I) Imagine Math
 - J) Code.org
2.
 - a) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems.
 - b) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
 - c) Implement Technology Applications to improve student technology literacy and skills.

Strategy's Expected Result/Impact: Improve performance for all population on assessments.

Staff Responsible for Monitoring: Career and Technology Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative


June


Strategy 3: Strategy 3: Interventions - a) Tutoring in reading b) Implement Word Wall c) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays (Central M.S. writing initiative). d) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills				
Strategy's Expected Result/Impact: Inprove perfomance for all population on assessments.				Formative
Staff Responsible for Monitoring: Career and Technology Teacher				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
Comprehensive Support Strategy				June
Strategy 4: Strategy 4: Staff Development - a) Region One training b) Staff development training c) Conferences				
Strategy's Expected Result/Impact: Certifications and improvement of students performance.				Formative
Staff Responsible for Monitoring: Administration Teachers and Presenters.				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
Comprehensive Support Strategy				June


Strategy 5: 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: Improved performance for all populations on assessment, CBA;s benchmark, and STARR		Formative
Staff Responsible for Monitoring: CTE Teachers, Adminstration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 14: By Spring 2020, 100% of the students will achieve mastery in the Spanish I course.

Evaluation Data Sources: OEY Evaluations

Summative Evaluation: None

Strategy 1: Strategy 1: Curriculum -

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

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers and Students

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2: Technology -
a) Manipulative, perishable and non perishable items, audio and visual aids, consumables workbooks, reading materials (ie: newspapers, magazines, books), springboard materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Teacher and Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June

Strategy 3: Strategy 3: Intervention -
a) Students will use internet, textbooks, and other sources to increase vocabulary and learn communicative skills in different social contexts. They will keep a personal dictionary to add to their vocabulary every day. They will learn whether a word is standard or regional and will learn synonyms in keeping with Spanish 1

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Teachers and Students		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June

Strategy 4: Strategy 4: Staff Development - Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas.				
Strategy's Expected Result/Impact: None				Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teachers and Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
Comprehensive Support Strategy				
Strategy 5: Strategy 5: Spanish Materials - Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.				
Strategy's Expected Result/Impact: None				Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teachers and Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
Comprehensive Support Strategy				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 15: By Spring 2020, 100% of technology resources will impact student success in literacy through the development and implementation of a blended learning program that utilizes data, high-quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Sources: Project Tomorrow Speak Up Survey
Data from Blended Learning Grant recipients (BOY/EOY)

Summative Evaluation: None

Strategy 1: Strategy 1 - Curriculum:

Support teachers with curriculum to improve student technology literacy and skills. This includes apps and software bought by the state, district and campus.

Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark and STAAR

Staff Responsible for Monitoring: Teachers
CTC
Admin
District Personnel

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A \$195,162
State Comp Ed (SCE) \$76,420

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2 - Technology:

a) In an effort to enhance instruction and success of all students, we will need technology items including software, hardware, furniture and incentives.

Strategy's Expected Result/Impact: Student learning will improve.
Teacher will use new technology to improve performance in classroom.

Staff Responsible for Monitoring: CTC
Teachers
Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Strategy 3 - Staff Development:

a)Staff: Meet with teachers on a regular basis to ensure that they are integrating technology in their lessons. Sit it on team meetings and plan lessons with teachers that will help students learn and at the same time acquire and use technology skills

b)Students: Provide support to students so that the campus technology expectations are met

c) CTC: Attend staff development to ensure professional growth continues and to provide staff and students with the latest technology items.

Strategy's Expected Result/Impact: Increase student learning and awareness of proper technology uses.

Continue the growth of technology thru professional staff development.

Staff Responsible for Monitoring: CTC
Teachers
Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Comp Ed (SCE) \$123,541
Title 1, Part A \$93,199

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Strategy 4: Materials -
Utilize manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.

<div> <div>Strategy's Expected Result/Impact: Increase student learning and awareness of proper technology uses.</div> <div>Continue the growth of technology thru professional staff development</div> <div>Staff Responsible for Monitoring: CTC</div> <div>Admin</div> <div>District Personnel</div> <div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Comprehensive Support Strategy</div> </div> <div> <div>Problem Statements: None</div> <div>Funding Sources: Title 1, Part A \$7,946</div> </div>		Formative
		Nov
		Jan
		Mar
		Summative
		June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 16: By Spring 2020, the number of students who score at the approaches level on the Reading STAAR assessment will increase from 78% to 80%.

Evaluation Data Sources: Student Performance, Benchmarks and STAAR scores

Summative Evaluation: None

Strategy 1: Strategy 1 - Curriculum:

a) Istation Reading ISIP will be used to measure reading levels of all students

b) Student individualized conferencing with teacher for reading comprehension, fluency, and phonics to increase EL's progress in the areas of TELPAS and STAAR reading

Strategy's Expected Result/Impact: Improved performance in assessments, CBAs benchmark and STAAR.

Staff Responsible for Monitoring: ELAR Teachers, CIF, Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Comp Ed (SCE) \$8,921

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2 - Technology:

a)Technology programs will be implemented to assist students.

The programs are as follows:

- Istation
- Rosetta Stone
- APEX
- Flipgrid
- Flocabulary

b) Electronic devices will be implemented in the classroom to support students. The technology utilized in the class is as follows:

- Chromebooks
- computers
- playaways

Strategy's Expected Result/Impact: Improved performance in assessments, CBAs benchmark and STAAR.

Staff Responsible for Monitoring: ELAR Teachers, ELAR CIF,

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Comp Ed (SCE) \$500

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Strategy 3 - Interventions:

Student individualized conferencing with teacher for reading comprehension, fluency, and phonics to increase ELL's progress in the areas of TELPAS and STAAR reading

Strategy's Expected Result/Impact: Improved performance in assessments, CBAs benchmark and STAAR.

Staff Responsible for Monitoring: ELAR Teachers, ELAR CIF, Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative





Nov

Jan

Mar

Summative

June



Strategy 4: Strategy 4 - Staff Development: Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available to improve instruction in the classroom.				
Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs benchmark ans STAAR				Formative
Staff Responsible for Monitoring: ELAR Strategist CIF Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 5: Strategy 5 - Materials: Manipulatives , perishable and non perishable items, audio and visual aids, consumables workbooks, reading materials				
Strategy's Expected Result/Impact: Improved performance in assessments, CBAs benchmark and STAAR.				Formative
Staff Responsible for Monitoring: ELAR Teachers, Principal, ELAR CIF				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Comprehensive Support Strategy				June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 17: By 2024, GEAR UP will create early college high school communities of highly-effective learners through the delivery of effective strategies that ensure ALL students are not only college ready but also graduate from college.

Evaluation Data Sources: An increase in students academic performance that adequately prepares students for post-secondary education; an increase in rate of high school graduates; an increase in students' educational expectations and students' and families knowledge about post-secondary education, options, preparation, and financing; an increase in students' and families; knowledge and skills, including STEM-Computer Science skills and prepare them to be informed, thoughtful, and productive citizens

Summative Evaluation: None

Strategy 1: Students will be exposed to, but not limited to, local college/university campus visits, such as STC, UTRGV, TSTC, A&M McAllen, etx			
Strategy's Expected Result/Impact: None		Formative	
Staff Responsible for Monitoring: None		Nov	
Title I Schoolwide Elements: None	Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:		Mar
ESF Levers: None	None		Summative
		June	
Strategy 2: Students will be exposed to, but not limited to, Region One ESC student conferences, such as Financial Literacy Summit, RGV LEAD Student Ambassadors, I AM Conference, T.I.E.S. Conference, Student Leadership Council conference, cybermentoring, etx.			
Strategy's Expected Result/Impact: None		Formative	
Staff Responsible for Monitoring: None		Nov	
Title I Schoolwide Elements: None	Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:		Mar
ESF Levers: None	None		Summative
		June	

Strategy 3: Students will be exposed to, but not limited to, classroom resources that go above and beyond, such as microscopes, classroom library books, headphones, green screen, etx.					
Strategy's Expected Result/Impact: None				Formative	
Staff Responsible for Monitoring: None				Nov	
Title I Schoolwide Elements: None		Problem Statements: None		Jan	
TEA Priorities: None		Funding Sources:		Mar	
ESF Levers: None		None		Summative	
					June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>					

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

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

Evaluation Data Sources: Documentation of all safety strategies executed through out the year such as fire drills, lock-out and/or lock down drills.

Summative Evaluation: None

Strategy 1: Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as:
 -lock down
 -shelter in place
 -severe weather
 -reverse evacuation drill.

Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.

Staff Responsible for Monitoring: All professional staff
 All support staff
 Administration
 Security Guards

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:

General Fund
 Title 1, Part A

Formative





Nov

Jan

Mar

Summative

June

Strategy 2: Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.			
Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. Staff Responsible for Monitoring: All professional staff All support staff Crisis Team Administration Security Guards Title I Schoolwide Elements: 2.5, 2.6, 3.1 TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
Strategy 3: Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.			
Strategy's Expected Result/Impact: Proper and swift response to incidents that may need implementation of CPI or CPR. Staff Responsible for Monitoring: Administration Campus Athletic Coordinator SPED Department Head Title I Schoolwide Elements: 2.5, 2.6, 3.1 TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Evaluation Data Sources: Disseminated Assignment Duty schedule to all staff, Rapture sign ins, security guard safety inspection and only having the North school gates open during school hours.

Summative Evaluation: None

Strategy 1: Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.

Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being.

Staff Responsible for Monitoring: All teachers
All paraprofessionals
Administration

Formative

Nov

Jan

Mar

Summative

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A
General Fund

June

Strategy 2: Strategy 2: Secure Campus -All visitors to Central Middle School will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.

Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being.		Formative
Staff Responsible for Monitoring: Receptionist		Nov
Attendance Clerk		Jan
Office Staff Members		Mar
Administration		Summative
Security Guards		June
Title I Schoolwide Elements: 2.5, 2.6		Problem Statements: None
TEA Priorities: None		Funding Sources:
ESF Levers: None		Title 1, Part A
Comprehensive Support Strategy		

Strategy 3: Strategy 3: Secure Campus -Weslaco ISD has installed gates surrounding all access points of entries to Central Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.

Strategy's Expected Result/Impact: Monitor and secure all staff members, students and ensure everyone's safety.		Formative
Staff Responsible for Monitoring: Administration		Nov
Security Guards		Jan
All staff members		Mar
All teachers		Summative
		June
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	Title 1, Part A	
Comprehensive Support Strategy		

Strategy 4: Strategy 4: Secure Campus -Central Middle School's staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.

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.		Formative
Staff Responsible for Monitoring: Administration		Nov
Security Guards		Jan
Office Staff		Mar
ISS staff member		Summative
Custodian		June
Safety and Security Director		
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	Title 1, Part A	
Comprehensive Support Strategy		

Strategy 5: Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Central Middle School students, staff members and premises.

<div> <div> Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School. </div> <div> Staff Responsible for Monitoring: Administration </div> <div> Security Guards </div> <div> Safety and Security Director </div> </div> <div> <div> Title I Schoolwide Elements: 2.5, 2.6 </div> <div> TEA Priorities: None </div> <div> ESF Levers: None </div> <div> Comprehensive Support Strategy </div> </div> <div> <div> Problem Statements: None </div> <div> Funding Sources: Title 1, Part A </div> </div>	Formative
	Nov
	Jan
	Mar
	Summative
	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 3: By Spring 2020, to continue to create a technology-rich school by incorporating technology and technology programs in the classroom and being a Common Sense Media Certified School.

Evaluation Data Sources: Surveys and Certificates

Summative Evaluation: None

Strategy 1: Strategy 1: Technology-Rich School - Central Middle School will invest and maintain one to one ratio of chrome books for all students in the classrooms.		
Strategy's Expected Result/Impact: Provide all content area teachers Chromebooks to be 1 to 1 in the classroom for the improvement of instruction.		Formative
Staff Responsible for Monitoring: Administration CTC		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
ESF Levers: None		June
Funding Sources: Title 1, Part A General Fund		

Strategy 2: Strategy 3: Technology-Rich School -
 A) All teachers will complete the requirements to become a Common Sense Media Certified School.
 B)Students will receive instruction on digital citizenship.

<div> Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. </div> <div> Staff Responsible for Monitoring: All Teachers </div> <div> Librarian </div> <div> CTC </div> <div> Administration </div> <div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 </div> <div> TEA Priorities: None </div> <div> ESF Levers: None </div> <div> Problem Statements: None </div> <div> Funding Sources: Title 1, Part A General Fund </div>		Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 3: Strategy 4: Technology-Rich School -

A) Computer programs will be implemented such as but not limited to:

- Google Apps
- I-station
- MyOn
- Apex
- Reading Counts
- Freedom Writer
- Imagine Math
- StemScopes
- Rosetta Stone
- Edgenuity Pathblazer
- Readworks
- Go Math
- Brain Pop
- EdPuzzle

B) Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.

Strategy's Expected Result/Impact: Students will show growth on their STAAR assessments.

Staff Responsible for Monitoring: Teachers

CTC

Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: Strengthen and increase our parent and community engagement in schools by 20%.

Evaluation Data Sources: Six Weeks Reports

Summative Evaluation: None

Strategy 1: Parent and student surveys. contact logs including /tracking parent participation through logging volunteer hours.	
Strategy's Expected Result/Impact: Increase parental involvement to strengthen	Formative
Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students, and Administration.	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Title 1, Part A General Fund	
Strategy 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.	Formative
Students and parents are more motivated to learn thus be more successful in school	Nov
Staff Responsible for Monitoring: Student, Teacher, parent, Administrator, Campus Technology Coordinator	Jan
Title I Schoolwide Elements: 3.1, 3.2	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: Title 1, Part A General Fund	

Strategy 3: Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week. Bully prevention,
Conduct mental health awareness

Strategy's Expected Result/Impact: Students are aware of the negative affects of drugs and bullying. It will also increase attendance.		Formative
Staff Responsible for Monitoring: Social Worker, Teachers, Administrators		Nov
Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Title 1, Part A	Summative
Comprehensive Support Strategy	General Fund	
Additional Targeted Support Strategy		June

Strategy 4: Community will provide resourced and partnerships that meet the needs of our Central MS families such as: Meet the Teacher Night, Red Ribbon, Leader In Me Assembly, Open House Tech Night, Career Fair, Meet the Middle School Events.

Strategy's Expected Result/Impact: Increased collaboration between parents, students, and community members.		Formative
Staff Responsible for Monitoring: Social worker, teachers, administrators, students, and parents.		Nov
Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Title 1, Part A	Summative
Comprehensive Support Strategy	General Fund	
Additional Targeted Support Strategy		June

Strategy 5: 100 participation and leader in Me communication to parents and community		
Strategy's Expected Result/Impact: supportive school environment and engagement and staff satisfaction		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Social worker,teacher, administration, and parents		
Title I Schoolwide Elements: 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Comprehensive Support Strategy		
Additional Targeted Support Strategy		
Strategy 6: Invite parents to participate and help with school activities and other functions, provide trainings for parents		
Strategy's Expected Result/Impact: Create better parent, school relationship, positive school culture		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: reports, surveys,		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>		

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

Performance Objective 1: By Spring 2020, 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.

Summative Evaluation: None

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.	Formative
Staff Responsible for Monitoring: -District Personnel -Administration -CTC -Staff	Nov Jan Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Comprehensive Support Strategy	Summative June
Problem Statements: None Funding Sources: Title 1, Part A State Gifted and Talented (G/T) State Bilingual/ESL State Special Education General Fund	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	

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

Performance Objective 1: By Spring 2020, 100% of federal, state and local funds will be go through improvement and budgeting planning in order to maximize the impact of the resources to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

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

Summative Evaluation: None

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.			Formative
Staff Responsible for Monitoring: -Aministration -CTC -Department Heads			Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6			Jan
Problem Statements: None			Mar
TEA Priorities: None			Summative
ESF Levers: None			June
Comprehensive Support Strategy			
Funding Sources: Title 1, Part A State Gifted and Talented (G/T) State Bilingual/ESL State Special Education General Fund			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

State Compensatory

Budget for Central Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.13.6119.00.043.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$79,677.00
164.32.6119.00.043.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,996.00
164.11.6129.80.043.8.30	6129 Salaries or Wages for Support Personnel	\$25,110.00
164.12.6129.36.043.8.30	6129 Salaries or Wages for Support Personnel	\$26,853.00
164.23.6129.00.043.8.30	6129 Salaries or Wages for Support Personnel	\$25,067.00
164.11.6141.27.043.8.30	6141 Social Security/Medicare	\$958.00
164.11.6141.80.043.8.30	6141 Social Security/Medicare	\$364.00
164.12.6141.36.043.8.30	6141 Social Security/Medicare	\$389.00
164.13.6141.00.043.8.30	6141 Social Security/Medicare	\$1,155.00
164.23.6141.00.043.8.30	6141 Social Security/Medicare	\$363.00
164.32.6141.00.043.8.30	6141 Social Security/Medicare	\$855.00
164.11.6142.27.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.80.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.36.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.043.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.27.043.8.30	6143 Workers' Compensation	\$198.00
164.11.6143.80.043.8.30	6143 Workers' Compensation	\$75.00
164.12.6143.36.043.8.30	6143 Workers' Compensation	\$81.00
164.13.6143.00.043.8.30	6143 Workers' Compensation	\$239.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.23.6143.00.043.8.30	6143 Workers' Compensation	\$75.00
164.32.6143.00.043.8.30	6143 Workers' Compensation	\$177.00
164.11.6145.27.043.8.30	6145 Unemployment Compensation	\$59.00
164.11.6145.80.043.8.30	6145 Unemployment Compensation	\$23.00
164.12.6145.36.043.8.30	6145 Unemployment Compensation	\$24.00
164.13.6145.00.043.8.30	6145 Unemployment Compensation	\$72.00
164.23.6145.00.043.8.30	6145 Unemployment Compensation	\$23.00
164.32.6145.00.043.8.30	6145 Unemployment Compensation	\$53.00
164.11.6146.27.043.8.30	6146 Teacher Retirement/TRS Care	\$2,148.00
164.11.6146.80.043.8.30	6146 Teacher Retirement/TRS Care	\$565.00
164.12.6146.36.043.8.30	6146 Teacher Retirement/TRS Care	\$873.00
164.13.6146.00.043.8.30	6146 Teacher Retirement/TRS Care	\$2,792.00
164.23.6146.00.043.8.30	6146 Teacher Retirement/TRS Care	\$564.00
164.32.6146.00.043.8.30	6146 Teacher Retirement/TRS Care	\$1,573.00
6100 Subtotal:		\$264,075.00
6200 Professional and Contracted Services		
164.13.6219.27.043.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.043.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The dates the Comprehensive Needs Assessment was reviewed for the 2018-2019 school year was on October 1, 2018, and October 2, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

SAIP Committee:

1. Karen Perez, teacher
2. Consuelo Cavazos, teacher
3. Norma Cavazos, teacher
4. Cynthia Montano, teacher
5. Tom Cantu, Technology Coordinator
6. Rachel Anzaldua, teacher
7. Rosalinda Pinkerton, teacher
8. Catarina Garcia, social worker
9. Jennifer Acosta, counselor
10. Velma Zapata, librarian
11. Dorothy Serna, CIF
12. Alicia Chavez, CIF

13. Adrian Garcia, teacher

2.2: Regular monitoring and revision

November 12, 2018

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

The Central Middle School SAIP is located in the main office and on our school website (wisd.us) under a tab titled "resources." The SAIP is in English but can be translated into Spanish by Mr. Weaver, school counselor, as requested.

2.4: Opportunities for all children to meet State standards

Central Middle School provides opportunities for all students to meet the challenging state academic standards. See pages 11-54 in SAIP plan.

2.5: Increased learning time and well-rounded education

Central Middle School provides methods and instructional strategies that strengthen the academic school program by offering extended day tutorials, providing research-based learning strategies for all students and academic programs that provide a well rounded education for all students. See pages 11-54 in the SAIP plan.

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

Central Middle School addresses and meets the needs of all students and those at-risk of not passing the challenging state academic standards. See pages 11-54 in SAIP plan.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Central Middle School Parent and Family Engagement Policy Committee:

1. Catarina Garcia, social worker

2. Patricia Munoz, Principal

Central Middle School

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3. Enrique Weaver, counselor
4. Maria Anguiano, parent
5. Leticia Rubio, parent
6. Lidia Ibarra, parent

3.2: Offer flexible number of parent involvement meetings

Central Middle School has scheduled a flexible number of meetings so that most parents can attend. Our Coffee and Conversations meeting was held on October 11, 2018, at 5:00 PM. Parents could bring their children to the meeting. Food and beverages were served to all.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Chavez	Campus Instructional Facilitator	Administration	1
Francisco Saucedo	Counselor Aide	Counseling Department	1
Leroy Lopez	Instructional Aide	Regular Education	1
Richard Montano	ISS Aide	Regular Education	1
Rosalinda Cantu	Technology Aide	Technology	1
Sharon Traylor	LVN	Nurses Department	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,331.00
1	2	3			\$8,669.00
1	5	5			\$68,438.00
1	7	1			\$26,447.00
1	11	1			\$34,684.00
1	15	1			\$76,420.00
1	15	3			\$123,541.00
1	16	1			\$8,921.00
1	16	2			\$500.00
Sub-Total					\$348,951.00
Budgeted Fund Source Amount					\$372,484.00
+/- Difference					\$23,533.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$372,484.00
+/- Difference					\$372,484.00
Grand Total					\$348,951.00

Addendums