Weslaco Independent School District

Mary Hoge Middle School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary Hoge Middle School is a 6th - 8th grade Title 1 campus in Weslaco ISD located in Weslaco, Tx. The total number of students enrolled in 2018 is 1040.

The Mary Hoge middle school population is composed of:

100% (999) Hispanic,

40% (404) ELL

10% (89)Special Ed

86%(786) Economically Disadvantage

13% Migrant.

PEIMS Fall Submission, Mary Hoge middle school had 1040 students and employed 80 staff.

According to the most recent TAP Report, teachers serving the campus are 91% Hispanic, beginning teachers account for 6.7% years of experience, 1-5 years teachers account for 17%, teachers with 6-10 years of experience account for 23%, 11-20 years of experience account for 31% of teachers, and teachers with over 20 years experience account for 20%.

Demographics Strengths

Accountability scaled score of 82/ Rating B

School Progress scaled Score 87 Rating B

Relative Performance (Eco Dis: 93.3%) scaled Score 87 Rating B

Distinction Designations in Social Studies

Distinction Designations in Science

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Problem Statement 2: SpEd students in all grade levels are not meeting STAAR standards at the same rate as non-SpEd students. **Root Cause:** SpEd students are below grade level and STAAR test is on grade level.

Problem Statement 3 (Prioritized): There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary and comprehension).

Student Learning

Student Learning Summary

Mary Hoge Middle School is focused on providing all students 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-centred instruction.

2016-2017 Index I: Student Achievement; that state requirement is 60 and MHMS scored 70

2016-2017 Index 2: Student Progress; the state requirement is 30 and MHMS scored 36

2016-2017 Index 3: Closing Performance Gaps; the state requirement is 26 and MHMS scored 39

2016- 2017 Index 4: College Readiness; the state requirement is 13 and MHMS scored 28

Overview of 2018 Accountability System

State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus - based on performance in three different areas or domains: student achievement, school progress, and closing the gaps.

Domain I: Student Achievement measures whether students have met grade level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR).

Domain II: School Progress measures how much better students perform on STAAR tests from year to year.

Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2018 Accountability	MHMS Score
Domain I: Student Achievement:	74
Domain II: School Progress:	85

Domain III: Closing the Gap 75

There is a need for improvement in the Student Success component of Domain I and III (Student Achievement and Closing the Gaps).

A comparison of STAAR 2017 and 2018 scores indicates an improvement needed in the Approaches level for writing.

All Grade Levels	2017	2018
Reading	63	66
Math	78	79
Writing	70	63
Science	78	78
Social Studies	61	69

The 2018 STAAR scores include performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	Approaches	Meets	Masters
6th Math	45%	55%	15%	0.34%
7th Math	19	81	41	11
8th Math	6	94	68	24
Algebra	0	100	99	85
6th Reading	48	52	19	6

7th Reading	19	81	41	11
7th Writing	37	63	30	7
8th Reading	22	78	20	7
English I	0	100	90	7
8th Science	21	79	52	25
8th Social Studies	31	69	40	22 1

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**
ALL	72	72	*	70	68	38
Reading	66	66	*	64	60	*
Mathematics	79	79	*	78	76	54
Writing	63	63	*	61	55	*
Science	78	78	*	77	77	*
Social Studies	69	69	*	67	70	*

** Cur and Monitored

* Indicates results are masked due to small numbers to protect student confidentiality

Review of the data for each student group at each grade level in **ELA/READING** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicate a 9% variance.

Review of the data for each student group in 7th-grade **WRITING** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicate a variance of 8%

Review of the data for each student group at each grade level in **MATH** concluded the following:

- A comparison of Special Education (SpEd) and All students indicate a variance of 25%
- A comparison of English Learners (EL) and nonEL scores indicate a variance of 3%

Review of the data for each student group at each 8th grade **SCIENCE** concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicated a variance of 1%

Review of the data for each student group at each grade level in Social Studies concluded the following:

- A comparison of English Learners (EL) and nonEL scores indicated a variance of 1%

Student Learning Strengths

The 2016-2017 TAPR Indicates the following:

Mary Hoge Middle School received the Texas Education Agency's rating of Met Standard

In Index I, MHMS scored 70. The state target was 60. MHMS scored 10 pnts above the state.

IN Index 2, MHMS scored 36. The state target was 36. MHMS scored 6 pnts above the state.

In Index 3, MHMS scored 39. The state targe was 26. MHMS scored 10 pnts above the state and recieved a distinction award.

In index 4, MHMS scored 28. The state target is 13. MHMS scored is 15 pnts above the state.

2017-2018 STAAR Performance

Overall Performance was a MET STANDARD 82 out of 100 (B Campus Grade)

Student achievement was a MET STANDARD 74 out of 100

School Progress was a MET STANDARD 85 out of 100

Closing the Gap was a MET STANDARD 75 out of 100

Academic Achievements in Science and Social Studies

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored) **Root Cause:** There is a lack of sustained professional development for all teachers servicing the bilingual and ESL students to best meet the specific English learner needs.

Problem Statement 2 (Prioritized): Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core areas subjects on STAAR 6-8 for Special Education students. **Root Cause:** There is a lack of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet the Special Ed learner needs.

Problem Statement 3 (Prioritized): Based on the 2018 STAAR performance data, there is a need for improvment in Writing in grades 7 **Root Cause:** There is a lack of professional development for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 4 (Prioritized): Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual **Root Cause:** The poverty level does not afford families to internet connectivity for students to experience digital learning.

School Processes & Programs

School Processes & Programs Summary

MHMS fine arts department offers band, orchestra, choir, folkloric dance, art and theatre arts classes. All MHMS students have the option to compete in UIL events based on either academic and athletic programs. All MHMS students have the option to participate in advanced academic classes such as English I, Algebra I and 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: baseball, soccer, basketball, volleyball, softball, football, tennis, swimming, cross country, track, and golf.

Mary Hoge 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 lessons and assessment design, analyze data, examine instructional strategies to improve student performance. MHMS teachers use a variety of technology-enhanced lessons in the classroom. Our campus is a Bring Your Own Device (BYOD) campus. Students are able to bring and use their own devices for instructional purposes. The technology resources at MHMS include teacher-issued laptops, desktops for classrooms, iPads and chrome books for staff and student use. The technology coordinator for MHMS provides technology support and professional development for staff and students.

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

Mary Hoge Middle School is a Lead school. All staff has been trained to practice the 7 Habits of successful leaders. The 7 Habit lessons are integrated into lessons and provide morning reads with discussions once a week in their homerooms. MHMS has a lighthouse committte composed of empowered teachers and action teams that drive the leadership on campus. Students have Leader in Me journals which allows them to reflect about the 7 Habits. Students also have a leadership binder where they keep track of their goals and assessments every six weeks. The 7 Habits allows students to be responsible of their own success and prepares them for a college and career mindset.

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

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

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

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Super Writer Wall

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lighthouse action teams could not meet as often to create lessons, activities and events. **Root Cause:** The lighthouse action teams were comprised of different grade levels and departments.

Priority Problem Statements

Problem Statement 1: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students.

Root Cause 1: Identified students lack foundational reading skills (fluency, vocabulary and comprehension).

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core areas subjects on STAAR 6-8 for Special Education students.

Root Cause 3: There is a lack of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet the Special Ed learner needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored)

Root Cause 4: There is a lack of sustained professional development for all teachers servicing the bilingual and ESL students to best meet the specific English learner needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on the 2018 STAAR performance data, there is a need for improvment in Writing in grades 7

Root Cause 5: There is a lack of professional development for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual

Root Cause 6: The poverty level does not afford families to internet connectivity for students to experience digital learning.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 5, 2020

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 of 2021, the number of students who score at the Approaches Grade Level or Above on the Social Studies STAAR will increase to 90% in Spring 2020

Evaluation Data Sources: Social Studies STAAR Data
CBAs
Benchmarks

Summative Evaluation: None

Strategy 1: Effective integrated Reading Strategies, building academic digital vocabulary for virtual instruction.

Historical issues such as specific eras/dates/significant figures in World History and US History

Geographical, Political, Social and Economical Influences in History

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

Staff Responsible for Monitoring: Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
State Comp Ed (SCE) $5,000

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative
Nov
Jan
Mar
Summative
June

Strategy 2: Social Studies teachers will attend the social studies training to enhance content strategies, interventions for diverse learners, and improve engagement for virtual learning.

TCSS Fall Conference

Strategy's Expected Result/Impact: Improve professional learning and instructional strategies

Staff Responsible for Monitoring: Campus Admin
SS strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
State Comp Ed (SCE)

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative
Nov
Jan
Mar
Summative
June

Strategy 3: Data analyses with test preparation materials for STAAR social studies

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

Staff Responsible for Monitoring: Campus Admin
District strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
Nov
Jan
Mar
Summative
June

Strategy 4: Planning, collaborating, and sharing in strategies for ELL students will be provided during campus PLC.

Strategy's Expected Result/Impact: Improved instructional strategies that lead to improvement in benchmarks, CBAs and STAAR.

Staff Responsible for Monitoring: Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Formative
Nov
Jan
Mar
Summative
June

Strategy 5: Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, request access to Pearson and Realize, All-In-Learning program.

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

Staff Responsible for Monitoring: Social Studies Teachers
District Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

Formative
Nov
Jan
Mar
Summative
June

Strategy 6: Integrate Literacy strategies through virtual learning to enhance comprehension of social studies concepts through
Word walls
Quick Writes
Rigorous questioning
DBQ (Document Based Questions)
Interactive notebooks
US History Lap-Books

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

Staff Responsible for Monitoring: Social Studies Teachers
District Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Problem Statements:
Demographics 3
Student Learning 1, 4

Funding Sources:
State Comp Ed (SCE)

Formative
Nov
Jan
Mar
Summative
June

Strategy 7: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.

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

Staff Responsible for Monitoring: Social Studies Teachers
Campus Admin
District Strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
State Comp Ed (SCE)

Formative
Nov
Jan
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Summative
June

Strategy 8: Teachers will provide interventions as follows:

Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills.

Social studies STAAR camps for 8th grade

Continue to review in SS Reflective Digital Writing Journals and LapBooks

Motivate SS learning through the use of 7 Habits and Student Leadership goal binders

Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success

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

Staff Responsible for Monitoring: Social studies teachers
District Social Studies Strategists
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

Formative
Nov
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Summative
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Strategy 9: Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers.

Teachers will sustain and improve in the following:
*technology integration
*Literacy integration
*Strategies for AP and GT
*ESL/ ELL strategies
*Inclusion in the classroom

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

Staff Responsible for Monitoring: Social Studies teachers
District Social Studies Strategist
Campus Admin

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 10: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

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

Staff Responsible for Monitoring: Social studies teachers
Social studies strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Comprehensive Support Strategy

Formative	Summative
Nov	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary and comprehension).

Student Learning

Problem Statement 1: Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored) **Root Cause:** There is a lack of sustained professional development for all teachers servicing the bilingual and ESL students to best meet the specific English learner needs.

Problem Statement 4: Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual **Root Cause:** The poverty level does not afford families to internet connectivity for students to experience digital learning.

Performance Objective 2: By spring of 2021, the number of students who score at the Approaches Grade Level or Above on the Math STAAR will increase to 90%.
In addition, the percentage of Algebra I students who score at the Masters Level
on the EOC assessment will maintain 100% approaches but will increase in Masters in the sub groups.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 Math STAAR data
CBAs
Benchmark

Summative Evaluation: None

Strategy 1: Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.

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

Campus based assessment
Curriculum based assessments
District Benchmarks
STAAR/ EOC

Staff Responsible for Monitoring: Campus Admin
District Math strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 2: Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs:

Interactive Pad
Imagine Math
HMH Personal Math trainer
SpringBoard
Texas Go Math
Google Classrooms
Brain Pop
Kurzweil
Schoology
Edpuzzle

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

Curriculum Based Assessment
District Benchmark
STAAR/ EOC
Campus Based assessment

Staff Responsible for Monitoring: Math teachers
Campus Admin
District Math Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 3: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics

TEKS RS Performance Assessments
Math Tasks

Strategy's Expected Result/Impact: Curriculum Based Assessments
District Benchmarks
STAAR/ EOC

Staff Responsible for Monitoring: Campus Admin
District Math strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:

Campus PLC
Participating Teachers
RVGCTM
CAMT
Region 1
State Assessment Conference

Strategy's Expected Result/Impact: Curriculum Based assessment
District Benchmark
STAAR/ EOC

Staff Responsible for Monitoring: Campus admin
District Math strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.

Strategy's Expected Result/Impact: Increase performance of students on assessments
Campus Based assessments
Curriculum Based assessments

Staff Responsible for Monitoring: Campus Admin
District Math strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 6: Integrate literacy strategies to enhance learning and comprehension of Math concepts and vocabulary through the following:

Word walls
Rigor Questions
Reflective writing journal
LabNotebook
Exit cards
Creation of Word problem story books.

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

Staff Responsible for Monitoring: Math teachers
District Math Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

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Strategy 7: Teachers will differentiate and create interventions for students at Risk of failing by providing the following:

Expanded learning time
Quick writes
Super Reader time
Student Rotation
Blended learning
Math STAAR camps
College tutor teacher small group instruction
Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me

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

Staff Responsible for Monitoring: Math teachers
District Math Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 8: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

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

Staff Responsible for Monitoring: Math teachers
District Math Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Funding Sources:
Extended Day State Comp Ed (SCE) $5,000
Maneuvering The Middle Math Interventions State Comp Ed (SCE) 164.11.62.00.041.0.30 $289

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: By Spring 2021, the number of students who score at the Approaches Grade Level or Above on the STAAR Reading assessment will increase 75%, at the Approaches Grade Level or Above on the STAAR Writing assessment will increase to 75% by Spring 2020.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 Reading Camp; Writing STAAR Results
CBAs
Benchmarks

Summative Evaluation: None

Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.

Teachers will enhance literacy instructional strategies through the following:
Reading
Independent, guided, and shared reading
Scholastic Magazines
Monitor Newspaper
Newsela.com
Super Reader wall

Writing
Quick writes
Super writer wall
Education world

Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:

*Curriculum Based Assessments
*District Benchmarks
*STAAR assessments

Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
Reading Materials and paper materials for writing State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.

*Writing Across the Curriculum through Write to Learn Strategies

*Reading and writing connections through out all content

*TEKS Resource System
*Abydos Three week Institute
*Abydos Recertification for trainers

Strategy's Expected Result/Impact: Performance on writing assessments:

*Curriculum Based Assessments
*District Benchmarks
*STAAR Assessments
*Writing Prompts
*Spelling Assessments

Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Provide staff development, guidance and support in the area of Guided Reading.

Strategy's Expected Result/Impact: Performance and progress on:
*Fontas and Pinnell Benchmark Assessment System BOY, MOY, EOY

Istation (Indicators of Student Progress) monthly assessments

Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 4: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.

Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:
*Curriculum Based Assessments
*District Benchmarks
*STAAR assessments

Staff Responsible for Monitoring: Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 5: Provide staff development and support on MyOn and Istation.

Strategy's Expected Result/Impact: Istation (Indicators of Student Progress) monthly assessments

Staff Responsible for Monitoring: Campus Admin
ELAR strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 6: Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.

Strategy's Expected Result/Impact: STAAR/ EOC English Results

Staff Responsible for Monitoring: Campus Admin
ELAR strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 7: Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System. As well as learning and sustaining strategies and techniques for ELAR.

Readers/Writers workshop
Campus PLC meetings
TEKS Resource system
ABYDOS
Gretchen Bernabei
Barry Lane

Strategy's Expected Result/Impact: Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY

Staff Responsible for Monitoring: ELAR teachers
Campus Admin
ELAR strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 8: Develop district assessments (CBAs; benchmarks) and monitor progress:

*6rd - 8th Reading
*6th and 7th Writing
*English I and II

*Monitor BOY, MOY, and EOY
progress on reading assessments:

*Monitor BOY, MOY, and EOY
progress on Reading assessments:
*Fountas and Pinnell Benchmark
Assessment System
*Istation

Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).

Strategy's Expected Result/Impact: Improved performance and progress on reading/ language arts assessments

Staff Responsible for Monitoring: ELAR teachers
Campus Admin
ELAR Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Funding Sources:
State Comp Ed (SCE)
Consumables such as pencil boxes and pencils Title 1, Part A
211.11.6399.00.041.0.24 $64

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Strategy 9: Promote efferent ad aesthetic reading.
Efferent:

".... focused on obtaining a piece of information.... the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading
(Rosenblatt)

Aesthetic:

"....readers are engaged in the experience of reading, itself... the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)

Strategy's Expected Result/Impact: Improved reading results on state and district assessments.

Staff Responsible for Monitoring: Campus Admin
ELAR strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

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Strategy 10: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes.

Google classroom
Scholastic
Pathblazers
Kurzweil
Istation
MyON

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

Staff Responsible for Monitoring: ELAR Teachers
District Math Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 11: Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning.

Quick writes
expanded learning
Super reader wall
Super writer wall
STAAR camps
co-teaching
Rigor questioning
Istation and MyON
Path Blazers

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

Staff Responsible for Monitoring: ELA teachers
District Math strategist
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
State Comp Ed (SCE)

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Results Driven Accountability

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Strategy 12: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

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

Staff Responsible for Monitoring: ELAR teachers
District ELAR strategist
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
Extended Day Payroll State Comp Ed (SCE) $5,000
Reading Materials State Comp Ed (SCE) $761
Summit K-12 State Comp Ed (SCE) 164.11.6299.27.041.0.30 $4,477.50

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4: All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2021 school year, there will be an increase in college readiness by 10%.

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

Summative Evaluation: None

Strategy 1: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.

Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Decrease in referrals.

Staff Responsible for Monitoring: Campus staff
District staff
Teachers
Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Provide suicide prevention programs and awareness to all students.

Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results.

Staff Responsible for Monitoring: Campus staff
District staff
Teachers
Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Implement strong conflict resolution programs that promote positive relationships and student success.

7 Habits
Leader in Me lessons

GEAR Up Program

Strategy's Expected Result/Impact: Decrease in referrals, increase in college plans, which will lead to an increase in STAAR results.

Staff Responsible for Monitoring: Campus staff
District staff
Teachers
Counselors
Gear Up Facilitator

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
GEAR UP lessons, trips, and motivational speakers, teacher trainings and payroll. State Comp Ed (SCE)

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Strategy 4: Implement Higher level of question strategies to all content areas.

Strategy's Expected Result/Impact: Increase in rigor for instruction and increase in Master performance for students.

Staff Responsible for Monitoring: Campus Admin
District Admin
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

Comprehensive Support Strategy

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5: By Spring 2021, the number of students who score at the Approaches Grade Level or Above on the Science STAAR assessment will increase to 90%.

Evaluation Data Sources: SCIENCE STAAR Performance Data

Summative Evaluation: None

Strategy 1: Curriculum:
Implement the following instructional resources to ensure students master the Science TEKS:

TEKS resource system
Stemscopes
Edusmart
STAAR Coach
Pearson Realize

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

Staff Responsible for Monitoring: Science teachers
District Science Strategist
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

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Strategy 2: Utilize the following resources to enhance student learning of scientific process skills:

Microscopes
SEPUP
Lab Aids
Foss

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

Staff Responsible for Monitoring: Science teachers
District Science Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

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Strategy 3: Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.

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

Staff Responsible for Monitoring: Science teachers
District science strategists
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 4: Integrate technology to enhance science instruction, and mastery of Science TEKs.

Chromebooks
Google docs
Quizlet
Kahoot
Gizmos
"All In Learning" Online program
TEKS Resource
STEMSCOPES

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

Staff Responsible for Monitoring: Science teachers
District science strategists
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 5: Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically.

Small groups
Expanded learning
tutoring with Science Mentor
Science STAAR camps

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Science teachers
District Science strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

Comprehensive Support Strategy

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Strategy 6: Continual professional learning will occur for science teachers during campus PLCs, in district and out of district trainings such as the following:

CAST
RGVSA
HESTEC
NSTA

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

Staff Responsible for Monitoring: Science teachers
District Science strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Comp Ed (SCE)

ESF Levers: None

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Strategy 7: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.

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

Staff Responsible for Monitoring: Science teachers
District Science Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Funding Sources:
Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices. Title 1, Part A 211.116399.27.041.024 $3,500

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: By the Spring of 2021, the percentage of ELL students who score at the approaches level on STAAR reading will be 75%, STAAR writing will be 75%, STAAR math will be 90%, STAAR science will be 90%, and STAAR social studies will be 90%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance report
CBAs
Benchmark

Summative Evaluation: None

Strategy 1: ELAR:
Pre-Assess all students using iStation to find all student independent reading level and Tier in order to provide differentiated instruction.

Math:
Integrate reading, writing and vocabulary enhancement through out the math units.

Science:
Integrate reading, writing and vocabulary enhancement through out the science units.

Strategy's Expected Result/Impact: Increase independent reading levels, comprehension skills, and build on student academic vocabulary.

Staff Responsible for Monitoring: Content area teachers
District Strategist
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Problem Statements:
Student Learning 4

Funding Sources:
State Comp Ed (SCE)

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Strategy 2: Integrate technology to promote blended learning in all content areas for ELL students through various programs to provide differentiated instruction and small group learning.

Texas Go Math
Think Up Math
Measuring Up Math
Maneuvering the Middle School Math
iStation
Imagine Learning
HMH Personal Math Trainer
Google classroom
Brain op
Web Quests
Path Blazers
Kurzweil
ESL Reading Smart
Scholastic
Moodle
Stemscope Science
Pearson Realize
MYON

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

Staff Responsible for Monitoring: Teachers
Campus Admin (CIF,and Principal)
District Strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Problem Statements:
Demographics 1, 3
Student Learning 1, 2, 3, 4

Funding Sources:
None

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Strategy 3: ELL student population will receive interventions using the following:

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

Vocabulary build up activities
Word walls
Super Reader time
Writer wall

Math:
Integrate reading and writing through out math to build academic vocabulary and comprehension for math.
Vocabulary build up activities

Word walls
Super Reader time
Writer wall

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

Science:

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

STAAR enrichment:
Camps
Tutoring
Expanded Learning time

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

Staff Responsible for Monitoring: Teachers
Campus Admin
District strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements:
Demographics 1
Student Learning 1, 2, 3, 4

Funding Sources:
State Comp Ed (SCE)

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Strategy 4: Teachers will attend training that provide instructional strategies that will differentiate instruction for ELLs both virtually and in person.

Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the ELL population.

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

Staff Responsible for Monitoring: Teachers
Campus Admin
District Strategists
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

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Strategy 5: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment:

Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
Interventions will be implemented during Extended day and Saturday School.

Strategy's Expected Result/Impact: Increase in motivation to learn
Increase in Language skills
Increase in Reading levels.

Staff Responsible for Monitoring: Teachers
Campus Admin
District Strategists

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)

Problem Statement 3: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students. **Root Cause:** Identified students lack foundational reading skills (fluency, vocabulary and comprehension).

Student Learning

Problem Statement 1: Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core area subjects on STAAR 6-8 for EL students (current and monitored) **Root Cause:** There is a lack of sustained professional development for all teachers servicing the bilingual and ESL students to best meet the specific English learner needs.

Problem Statement 2: Based on the Student Success component of Domain III Closing the Gap, there is a need for improvement in all core areas subjects on STAAR 6-8 for Special Education students. **Root Cause:** There is a lack of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet the Special Ed learner needs.

Problem Statement 3: Based on the 2018 STAAR performance data, there is a need for improvment in Writing in grades 7 **Root Cause:** There is a lack of professional development for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 4: Based on parent and community survey , there is a need for students to depend on campus hot spots and learn technology skills, apps, platforms, and other virtual **Root Cause:** The poverty level does not afford families to internet connectivity for students to experience digital learning.

Performance Objective 7: By Spring 2021, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 25% to 30%, Math STAAR from 43% to 47%, Science 21% to 26%, and Social Studies STAAR from 28% to 30%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: ELAR curriculum

Teachers will use probing questions to clarify and extend reading vocabulary both virtually and in person.

Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs both virtually and in person.

Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples.

Math:
Teachers will use probing question strategies to clarify and extend math vocabulary.

Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems.

Teachers will increase student listening sills for comprehension to adjust math instruction. Under Math section of curriculum add:
Teacher will use task analysis to increase and demonstrate understanding.

Science:
Teachers will use probing questions to clarify and extend science vocabulary.
Teachers will spiral the use of process skills and measuring skills to address individual needs.

Social Studies:
Teachers will use probing questioning strategies to clarify and extend social studies vocabulary.
Teachers will teach critical thinking skills to integrate student reading and writing skils .
Teachers will reemphasize geography skills to increase student real world connections in culture and government.

-Teacher will use graphic organizers and hands-on activities to increase organizational skills and demonstrate understanding and comprehension.
-Teacher will use collaborative learning model to develop vocabulary, comprehension, and knowledge of subject.

Strategy's Expected Result/Impact: Increase performance in Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR, Administration	**Formative**
	Nov

Staff Responsible for Monitoring: Special Education teachers Campus Admin Central office Admin		**Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	**Problem Statements:** None	**Summative**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**June**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		

Strategy 2: Technology
Teachers use technology tools to teach virtually, engage students, and ensure content mastery.

Google classroom
Brain Pop
Channel One News
Go math
Kurzweil
Other apps on Ipad and in Chromebooks
Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning.
IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration
Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write
CommonLit.com and Plot.com
Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.

Strategy's Expected Result/Impact: Improved performance for Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR assessments, state-mandated

Staff Responsible for Monitoring: Special Education teachers
Campus Admin
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 3: Interventions:
Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students.

SPED teachers will collaborate with general education teachers in planning and monitoring student progress.

Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance)

Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation.

Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills.

Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers.

Teachers will provide interventions during expanded day learning and tutoring.

Strategy's Expected Result/Impact: Improved performance for SPED population in teachers assessments, CBAs, District Benchmarks, and STAAR assessments in state-mandated grade level subjects.

Staff Responsible for Monitoring: SPED teachers
Campus Admin
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Strategy 4: Staff Development
Teachers will learn new strateties and techniques through staff development opportunities.

Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs.

Interventions well be implemented during extended day and Saturday School.

Strategy's Expected Result/Impact: Increase performance for SPED populations in teacher assessments, CBAs, district bencmarks, and STAAR assessments in state-mandated grade level and subjects.

Staff Responsible for Monitoring: SPED teachers
Content teachers
Campus Admin
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8: By Spring of 2020, the percentage of Advanced Academic students who score at the Master's level on the Algebra One End of Course will increase from 85% to 90%

Evaluation Data Sources: Advanced Academics STAAR Data

Summative Evaluation: None

Strategy 1: Curriculum:
Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment.

Implement teaching and learning strategies to meet the needs of a higher level learner.

Rigor questioning
Interactive Journals
Exit cards
Spiral activities
Strategies from Spring Board Training

Strategy's Expected Result/Impact: Increased performance on CBAs, District Benchmarks and STAAR

Staff Responsible for Monitoring: Teachers
Campus Admin
District Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9: By Spring 2021, Migrant students will increase performance on STAAR from 66% to 75% on the Reading STAAR performance.

Targeted or ESF High Priority

Evaluation Data Sources: Migrant STAAR Data

Summative Evaluation: None

Strategy 1: Interventions:
Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders.

Teachers will collaborate with migrant deptartment in planning and monitoring student progress.

Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation.

Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills.

Teachers will provide interventions during expanded day learning and tutoring.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Results Driven Accountability

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 10: By Spring 2020, the percentage of Students in the Fine Arts Dept will increase participation 80% of total student enrollment.

Evaluation Data Sources: 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 thier sense.
-Select a given style with a given atist 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
f)Music reading vendors to supplement curriculum, music repertoire, and sight-reading:
J.W. Pepper, Penders, and RBC

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Fine Arts Teachers
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Strategy 2: Technology

Integrate technology skills with in lessons, photoshop, adobe spark

Web page, scanners, chrome books

Strategy's Expected Result/Impact: Improve performance and attitutes that impact assessments and STAAR

Staff Responsible for Monitoring: Fine Arts teachers
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Staff Development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, technoloques, resources, and technology available for the subject areas.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Fine Arts teachers
campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 11: By Spring of 2021, 100% of students increase interest and competence in reading for literacy.

Strategy 1: Strateg 1: Curriculum
a) Systematically embed information literacy skills and literature appreciation instruction into the library instuctional program.
b)Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading 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 the current school board policies, legislation and regulations regarding legal issues affecting the library program.
e)Maintain records and collaborate with faculty/administration in monitoring copywrite status of print and audiovisual materials in the library collection and throughout the school.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Librarian
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 12: 100% of students will increase interest, knowledge and competancy in a lifelong fitness, and health awareness.

Strategy 1: Curriculum
A) Physical fitness activities
-Fitness gram activities
-Walk/jog Barbie Field
-Circuit training
-Weight training
-Agility activities
-Jump rope activities
-Relay for life
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: None

Staff Responsible for Monitoring: PE coaches
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 2: Staff Development to ensure professionals continue being highly qualified and to continual learn the latest effective strategies.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: PE coaches
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 13: By Spring 2021, 100% of students will achieve mastery in the Technology Application course.

Strategy 1: Strategy 1: Technology -
a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files.
b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems.
c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
d) Implement Technology Applications to improve student technology literacy and skills.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Tech Aplication Teacher
campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 2) Strategy 2: Interventions -
a) Implement Word Wall
b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays
c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Tech Application Teacher
campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Tech application teacher
campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 14: Success and achievement will be further supported and improved through sustained and continuous professional development of CTE staff (primarily CTE instructional staff) in resources, strategies and methodologies specific to student populations for all student populations.

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

Summative Evaluation: None

Strategy 1: 1) Strategy 1: Curriculum -
a) Teachers will apply the state adopted career and technology textbooks 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: None

Staff Responsible for Monitoring: Career and Technology teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: 2) Strategy 2: Technology -
a) Google Classroom
b) Moodle
c) ICEV software
d) Micro-type software
f) Acellus software

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Career and Technology teacher
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 6) 4) Strategy 5- Staff Development
a) Region One training
b) Staff development training
c) Conferences

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Career and Technology teacher
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 15: By spring 2021, 100% of 8th grade students will achieve mastery in the Spanish I course for credit.

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 pronounciation and intonation as tey increase their listening comprehension and speak with vocabulary appropriate for Spanish1.
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 in printed material. They will increas 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 as well.
d) Students will learn about the culture of spanish-speaking people in Mexico and other Spanish-speaking counties 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 are current events. They will learn 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
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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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

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teacher and Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Strategy: 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

Staff Responsible for Monitoring: Teacher and Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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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

Staff Responsible for Monitoring: Teacher and Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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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

Staff Responsible for Monitoring: Teacher and Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 16: Technology - Impact and maximize student virtual learning. Students will also have 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.

Strategy 1: Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students.

a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files.
b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems.
c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
d) Implement Technology Applications to improve student technology literacy and skills.

Strategy's Expected Result/Impact: Independent researchers Results will be seen on STAAR online exams.

Increase student learning and awareness of proper technology uses.
Continue the growth of technology thru professional staff development

Staff Responsible for Monitoring: Teachers
Campus Admin
Campus Cif
Central office Tech strategists and Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
Laptops, printers, carts, document cameras, toner State Comp Ed (SCE)

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Strategy 2: Strategy: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.

Strategy's Expected Result/Impact: Increased knowledge in using technology to enhance instruction for student progress and success.

Staff Responsible for Monitoring: Teacher
campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 3: Strategy: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.

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

Staff Responsible for Monitoring: Teachers
Campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 4: Technology Resources:
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: Teachers
Campus admin
CTC

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2:
ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, AND Inviting Environments District-Wide That Promote High Performance

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

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

Summative Evaluation: None

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

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: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: 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: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 3: 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: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

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

Evaluation Data Sources: Disseminated Assignment Duty schedule to all staff, Rapture sign ins, and security guard safety inspection.

Summative Evaluation: None

Strategy 1: 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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

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

Staff Responsible for Monitoring: Receptionist
Attendance Clerk
Office Staff Members
Administration
Security Guards

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: 3) Strategy 3: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS 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.

Staff Responsible for Monitoring: Administration
Security Guards
All staff members
All teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 4: 4) Strategy 4: Secure Campus -MHMS 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.

Staff Responsible for Monitoring: Administration
Security Guards
Office Staff
ISS staff member
Custodian
Safety and Security
Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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

Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School.

Staff Responsible for Monitoring: Administration
Security Guards
Safety and Security
Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

Performance Objective 1: Strengthen communication and increase parent and community engagement community by 10%

Evaluation Data Sources: Annual Parent - Teacher- Student Surveys, Campus Report Card, Parent Evaluations

Summative Evaluation: None

Strategy 1: Communication with parents will be:
timely, provided through a variety of print, phone calls, emails, parent teacher conferences, school messenger, school facebook and other media. Communication will be in language parents understand.

Forms of communication:
student/parent agreements
STAAR dates
Yearly goals
Campus expectations
Student Handbook

Strategy's Expected Result/Impact: Effective communication between school and parents will increase better attendance, motivation, grades and test scores.

Staff Responsible for Monitoring: Campus Admin
Social Worker
Counseling Dept

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Provide trainings and/or meetings about the following:
Orientation on parent engagement
Leader in Me
Bullying/ Drug Prevention
Literacy/ Reading Strategies
ESL Meeting
College & Career Exploration & Readiness
STAAR (Training for Parents)
Technology
Mental Health Awareness & Suicide Prevention
Nutrition: Health Eating Habits

Strategy's Expected Result/Impact: Families who are trained and informed will provide stronger support for the learner, decrease use of drugs, improved academics, better self esteem,.

Staff Responsible for Monitoring: Campus Admin
Social Worker
Counseling Dept

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

ESF Levers: None

Funding Sources:
None

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Strategy 3: Engage parents in the school's volunteer program so that they can participate in supporting chool-wide, classroom, and parent engagement activities.

Provide training for volunteer and provide certificate of volunteer.

Strategy's Expected Result/Impact: When parents are engaged and provided the opportunity to participate in campus learning initiatives; they will be awarded a certificate of hours earned with a campus lunch.

Staff Responsible for Monitoring: Campus Admin
Social Worker
Counseling Dept

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Engage parents in the school's volunteer program so that they can participate in supporting school-wide, classroom, and parent engagement activities.

Evaluation Data Sources: End of the year parent survey, certificate of completion, parent reporting forms

Summative Evaluation: None

Strategy 1: Provide training for volunteers
Track hours for parents who volunteer and rovide certificate of volunteer

Create a parent action team
Meet once a month

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Campus Admin
Social Worker
Counseling Dept

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: To provide a safe environment for all students on campus

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

Summative Evaluation: None

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

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: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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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
Administration
Security Guards

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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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: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: To provide a secure campus for all students.

Evaluation Data Sources: Disseminated Assignment Duty Schedule to all staff, Rapture sign-ins, and security guard safety inspection.

Summative Evaluation: None

Strategy 1: Strategy : 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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

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

Staff Responsible for Monitoring: Receptionist
Attendance Clerk
Office Staff Members
Administration
Security Guards

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Strategy: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS 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

Staff Responsible for Monitoring: Administration
Security Guards
All staff members
All teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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Strategy 4: Strategy : Secure Campus -MHMS 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.

Staff Responsible for Monitoring: Administration
Security Guards
Office Staff
ISS staff member
Custodian
Safety and Security
Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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

Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School.

Staff Responsible for Monitoring: Administration
Security Guards
Safety and Security
Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Professional Growth/Leadership Development:

Performance Objective 1: By Spring 2021, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students in virtual learning and mastery of content. Students will Meet 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 A
- Differentiated instruction
-Rigor Questioning strategies

Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.

Staff Responsible for Monitoring: District Personnel
-Administration
-CTC
-Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Staff will receive training on teacher leadership development.

Evaluation Data Sources: TTESS Conferencing and Evaluation

Summative Evaluation: None

Strategy 1: Teachers will receive training through Leader In Me

Teachers will meet as a Lighthouse team to create action teams and empower each other to improve and monitor student leadership and success.

Strategy's Expected Result/Impact: Trainings will provide opportunities for teacher and student leadership

Staff Responsible for Monitoring: District Personnel
-Administration
-CTC
-Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Financial Strength:
Stategic Planning, Management, Accountability, And Transparent Financial Stewardship To Optimize Federal, State, And Local Funding

Performance Objective 1: By Spring 2021, 100% of federal, state and local funds will go through improvement and 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 imlementation services and programs with the aim of upgrading our entire educational program.

Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments.

Staff Responsible for Monitoring: Administration
CTC
Department Heads
SBDM committee

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Mary Hoge Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11.6119.27.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$68,499.00
164.13.6119.00.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$92,070.00
164.32.6119.00.041.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,379.00
164.11.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	$29,263.00
164.11.6129.27.041.8.30	6129 Salaries or Wages for Support Personnel	$19,449.00
164.12.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	$30,291.00
164.23.6129.00.041.8.30	6129 Salaries or Wages for Support Personnel	$23,330.00
164.11.6141.27.041.8.30	6141 Social Security/Medicare	$993.00
164.13.6141.00.041.8.30	6141 Social Security/Medicare	$1,335.00
164.23.6141.00.041.8.30	6141 Social Security/Medicare	$338.00
164.32.6141.00.041.8.30	6141 Social Security/Medicare	$904.00
164.11.6142.00.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.27.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.12.6142.00.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.13.6142.00.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.23.6142.00.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.32.6142.00.041.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.041.8.30	6143 Workers' Compensation	$88.00
164.11.6143.27.041.8.30	6143 Workers' Compensation	$206.00
164.12.6143.00.041.8.30	6143 Workers' Compensation	$91.00
164.13.6143.00.041.8.30	6143 Workers' Compensation	$276.00

Account Code	Account Title	Budget
164.23.6143.00.041.8.30	6143 Workers' Compensation	$70.00
164.32.6143.00.041.8.30	6143 Workers' Compensation	$187.00
164.11.6145.00.041.8.30	6145 Unemployment Compensation	$26.00
164.11.6145.27.041.8.30	6145 Unemployment Compensation	$61.00
164.12.6145.00.041.8.30	6145 Unemployment Compensation	$27.00
164.13.6145.00.041.8.30	6145 Unemployment Compensation	$83.00
164.23.6145.00.041.8.30	6145 Unemployment Compensation	$21.00
164.32.6145.00.041.8.30	6145 Unemployment Compensation	$56.00
164.11.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$658.00
164.11.6146.27.041.8.30	6146 Teacher Retirement/TRS Care	$2,242.00
164.12.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$681.00
164.13.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$4,089.00
164.23.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$525.00
164.32.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$1,756.00
	6100 Subtotal:	**$374,668.00**
6300 Supplies and Services		
164.11.6399.00.041.8.30	6399 General Supplies	$18,750.00
	6300 Subtotal:	**$18,750.00**

Personnel for Mary Hoge Middle School

Name	Position	Program	FTE
Alicia Solis	Social Worker	Mary Hoge Middle School	1
Alma Hernandez	Instructional Aide	Mary Hoge Middle School	1
David Gorena	Campus Technology Coordinator	Mary Hoge Middle School	1
Janette Standard	Campus Instructional Facilitator	Mary Hoge Middle School	1
Krystle Sanchez	Technology Aide	Mary Hoge Middle School	1
Raquel Medrano	Library Aide	Mary Hoge Middle School	1
Selina Sandoval	At Risk Attendance Clerk	Mary Hoge Middle School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The data for Mary Hoge Middle school was analyzed and reviewed on August 15. Goals and objectives were created for the SAIP by Departments on the same day. All departments reviewed last years SAIP along with data to make changes and the needs assessment for the new SAIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The stakeholders are as follows:

Department Heads

Abel Angulo / Social Studies

Vicki Flores / Math

Melissa Alejandro / Science

Diana Perez / ELA

Chris Castillo / Sped

Community Member

Maria de Rocio Chairez

Parent

Diana Garza

Anna Laura Villanueva

Business

Amy Mahnike

2.2: Regular monitoring and revision

October 14, 2018

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

The Mary Hoge Middle School Student Achievement Improvement Plan is located on the campus website, the school secretary's office, the campus Social Worker's office (Mrs. Solis) and the WISD website. The SAIP can be translated into Spanish if needed. For the translation of the MHMS SAIP, please contact the principal, Mr. Pablo Vallejo IV at 956-969-6730. Mrs. Chris Castillo, Sped teacher, is the person who serves as the translator for MHMS.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging State academic standards.

See pages, 4-11.

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthen the academic school program. See page 5, 11
- Increased amount and quality of learning time. See page 11
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities and courses necessary to provide a well-rounded education. See page 11

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

Meeting the needs of all students and those at risk of not passing the challenging State academic standards. See pages 3-10

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee are as follows:

1. Alicia Solis Social Worker / Parent Specialist

2. Pablo Vallejo Principal

3. Diana Garza Parent

4. Maria L. Juarez Parent

5. Azalia Aguilera Parent

6. Brisa L. Rodriguez Parent

7. Luis Rodriguez Parent

8. Sylvia Kromer Parent/ Counselor

9. Cecilia Becerra Parent/ Counselor

10. Moises Robledo Senior Deputy, Hidalgo County Sherrif's Office

11. Juan Pedraza Senior Deputy, Hidalgo County Sherrif's Office

The Mary Hoge Middle School Parent and Family Engagement Policy can be found at the maryhoge.wisd.us website in the student handbook at the Parent meetings and at the Counseling Dept.

The MHMS Parent and Family Engagement Policy can be translated into Spanish. Please see Alicia Solis, Social Worker, the person who serves as the Parent Specialist at MHMS.

3.2: Offer flexible number of parent involvement meetings

The MHMS Counseling Dept. meet with parents once a month.

Title I Personnel

Name	Position	Program	FTE
Alma Hernandez	Para-professional	Local funding	
Delma Anciano	Para-professional	Federal SPED	
Emilio Hinojosa	Para-Professional	Title I	
Gisela Anguiano	Para-professional	Local Funding	
Gloria Herrera	Para-professional	Title I	
Jasmina Hernandez	Para-professional	Title I	
Krystal Sanchez	Para-professional	Local funding	
Luis Garcia	Federal SPED		
Magdalena Sustaita	Para-professional	Federal SPED	
Mario Guillen	Para-professional	Title I	
Paul Medeles	Para-professional	Title I	
Rachel Medrano	Para-professional	Local funding	
Sandra Gonzalez	Para-professional	Local funding	
Selina Sandoval	Para-Professional	Local funding	
Sergio Becerra	Para-professional	Federal SPED	

Campus Funding Summary

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8	Extended Day		$5,000.00
1	2	8	Maneuvering The Middle Math Interventions	164.11.62.00.041.0.30	$289.00
1	3	1	Reading Materials and paper materials for writing		$0.00
1	3	7			$0.00
1	3	8			$0.00
1	3	10			$0.00
1	3	11			$0.00
1	3	12	Extended Day Payroll		$5,000.00
1	3	12	Reading Materials		$761.00
1	3	12	Summit K-12	164.11.6299.27.041.0.30	$4,477.50

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	GEAR UP lessons, trips, and motivational speakers, teacher trainings and payroll.		$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
1	6	1			$0.00
1	6	3			$0.00
1	16	1	Laptops, printers, carts, document cameras, toner		$0.00
				Sub-Total	$20,527.50
				Budgeted Fund Source Amount	$433,099.00
				+/- Difference	$412,571.50

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	8	Consumables such as pencil boxes and pencils	211.11.6399.00.041.0.24	$64.00
1	5	7	Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices.	211.116399.27.041.024	$3,500.00
				Sub-Total	$3,564.00
				Budgeted Fund Source Amount	$4,876.00
				+/- Difference	$1,312.00
				Grand Total	$24,091.50

Addendums