# Weslaco Independent School District

# Cuellar Middle School

# 2021-2022 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

# Mission Statement

Dr. Armando Cuellar Middle school strives to have our students become productive global citizens by:

---facilitating in our students the intrinsic value of learning,

---instilling a sense of self worth, and

---building champions who will succeed in a technologically developing world.

# Vision

Dr. Armando Cuellar Middle School has a 21st Century Technology Vision:

-To utlize technology as a tool to create 21st Century learners, access resources, synthesize, and communicate with others

-To acquire technology skills by providing learning programs for our students, faculty, and staff

-To provide access to real-time students' testing data to faculty, and ulilize data to differentiate instruction

-To provide students and parents with real-time access to their teachers and curriculum.

-To continue training staff with district's initiatives such as: higher-order thinking skills, engage students, provide authentic real-world relevance, and use technology when appropriate (HEAT).

-To provide an online presence to enable students to engage with instruction anytime/anywhere.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Dr. Armando Cuellar Middle School (CMS) is located in Weslaco, TX.  The community is located at the southern tip of Texas in the Rio Grande Valley and is near the Rio Grande River, across the border from the Mexican city of Nuevo Progreso, Tamaulipas, and is about 59 miles west of South Padre Island and the Gulf of Mexico.   As the Rio Grande Valley fosters a more regional perspective, Weslaco is well positioned to accommodate the needs of logistics, manufacturing and higher education because of its central location to a growing regional population of over 1.4 million.  Weslaco is a desirable place for young families, retirees and those families in between.  Dr. Armando Cuellar Middle School's enrollment on the first day of the 2021-2022 school year was 632 students. We anticipate a 2% increase throughout the 2021-2022 school year. The breakdown by grade level is as follows:  6th-251, 7th-260, and 8th-246.  This equates to a 99% Hispanic population. Eighty-eight percent of the students are from a low socio-economic status.

Dr. Armando Cuellar Middle School serves the following populations: 18% Emergent Bilingual (EB), 55% at-risk, 85% economically disadvantaged, 5% Gifted Talent, 10% Special Education, 5% Migrant, and 9% Vocational.  Dr. Armando Cuellar Middle School (CMS) has several highly successful programs targeted to assist at-risk and special needs students.

For 2021-2022, Dr. Armando Cuellar MS has 51 teachers.  We have three new teachers hired to the district for our campus.  According to the Texas Academic Performance Report (TAPR), 86% of the teachers are Hispanic.  Forty percent of the teachers have less than 10 years experience and the average years of experience for the campus is 15 years.  The average number of students per teacher is 24.

Dr. Armando Cuellar Middle School is predominantly Hispanic, as noted in the demographic summary.  With a student population of 632 students, two major focus points of our campus are student and staff safety and safe student participation in school activities.  Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically.  We have 100 student athletes on our campus, which means 15% of our student body participates in at least one UIL sport.  In addition to athletics, we have Fine Arts, UIL Academics and additional clubs in which students may participate.  Our campus works with community members to provide opportunities to bring the community and our students together.

**Demographics Strengths**

- STAAR scores increased in all tested areas and within all student groups.  Dr. Armando Cuellar Middle School earned five Distinctions in 2018-2019.
- Pre-Covid, our Extended Day Program served 197 students during the 2018-2019 school year and 74% of students passed their STAAR exams. Extended Day 2019-2020 served about 120 students to help them pass the classes. Both Extended Day and Saturday School will be offered this school year, and our aim is to continue having the same rate of participation and success.

- Community involvement included Senior Citizen Community Outreach, Veteran's Day, monthly parental meetings, Meet the Middle School Night, Accelerated Academic Meetings, Early College Recruitment Meetings, participation in the community Christmas Parade, and other community outreach events.

**Problem Statements Identifying Demographics Needs**

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

**Problem Statement 2 (Prioritized):** Emergent Bilinguals (EB) across all grade levels are not passing STAAR at the same rate as non-EB students. **Root Cause:** EBs lack academic fluency and comprehension in English but are tested in their non-native language.

**Problem Statement 3 (Prioritized):** Roughly 75% of our students either did not meet standard on STAAR last year or did not participate and take the test. **Root Cause:** Due to COVID-19, there was a lack of face-to-face instruction, and poor student attendance and participation made remote learning less effective/meaningful. Since testing was not "required" for remote learning students, parents did not feel compelled to send their children and risk possible exposure.

**Problem Statement 4:** An unknown yet significant number of our student population is experiencing learning and opportunity gaps. **Root Cause:** Students have unequal access to resources including technology and familial support during COVID-19 and remote learning.

# Student Learning

**Student Learning Summary**

Dr. Cuellar Middle School is focused on providing every student with a rigorous and relevant education which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction.  The following summary describes the student achievement with regards to the 2018 STAAR Performance Report from the 2018 Accountability and the Domains. This is the last school year that we had complete student data before the pandemic. Our campus will be working closely with learning loss of 75% of our students.

**Student Academic Achievement Summary**

Dr. Armando Cuellar Middle School is provided a detailed overview of the successes and necessary imporvement through TEA on yearly basis.

**Accountability Rating:**

**Student Achievement-** Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All Students)*

**Student Progress-** Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels.  Growth is evaluated by subject and student groups.  *(All Students, Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

**Closing Performance Gaps-** Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.  *(All Students; Student Groups by Race/Ethnicity)*

**Postsecondary Readiness-** Includes measures of high school completion and the STAAR performance at the postsecondary readiness standard.  This measure emphazies the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military.  *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

**Campus Overall Rating Calculation from 2018**

| Dr. Cuellar Middle School - Campus Overall Rating Calculation | | | | | |
|---|---|---|---|---|---|
| Domain | Scaled Score | Better of School Prgoress Part A or Part B | Better of student Achievement or School Progress | Weight | Weighted Points |
| Student Achievement | 43=75 (Scaled Score) | | | | |
| School Progress, Part A | 67=72 (Scaled Score) | | | | |
| School Progress, Part B | 43 w/ 85% Eco Dis = 85 | 85 | 85 | 70% | 59.5 |
| Closing the Gaps | 39 = 73 (Scaled Score) | | | 30% | 21.9 |
| Overall Score | | | | | 81 |
| 2018 Campus Overall Rating | | | | | Met Standard - B |

**2018 Campus STAAR Componenet Score**

| Dr. Cuellar Middle School - STAAR Component Score | | | | | | | |
|---|---|---|---|---|---|---|---|
| STAAR Performance | Reading | Math | Writing | Science | Social Studies | Totals | Percentages |
| Number of Assessments | 686 | 692 | 225 | 221 | 221 | 2045 | |
| Approaches Grade Level or Above | 470 | 549 | 153 | 145 | 153 | 1470 | 72% |
| Meets Grade Level or Above | 224 | 336 | 85 | 79 | 90 | 814 | 40% |
| Masters Grade Level | 82 | 175 | 18 | 43 | 43 | 361 | 18% |
| Total Percentage Points | | | | | | | 130 |
| Student Achievement Domain STAAR Component Score (Total Percentage Points Divided by 3) | | | | | | | 43 |

**Student Learning Strengths**

**Student Academic Achievement Strengths based on 2017-2018 Data**

- Dr. Armando Cuellar Middle School received the Texas Education Agency's rating of Met Standard B for the 2017-2018 school year. CMS has numerous strength within this rating by meeting standards in four standards- student achievement, student progress, closing performance gaps and postsecondary readiness.
- Dr. Armando Cuellar Middle School earned 3 Distinction Designations in the following areas: Academic Achievement in Mathematics, Academic Achievement in Social Studies, and Postsecondary Readiness.
- Distinction Designation in Academic Achievement in Mathematics- campus was in the top 25 percent of the comparison group.
- Distinction Designation in Academic Achievement in Social Studies- campus was in the top 25 percent of the comparison group.
- Postsecondary Readiness was ranked in the top 25 percent of the comparison group.

**Dr. Armando Cuellar Middle School is a Leader in Me Campus-** CMS is starting the sixth year of implementation. The staff continous getting on-going training in the following teams called The Lighthouse Teams:

Professional Learning

Student Learning

Family Learning

Leadership Environment

Shared Leadership

Leadership Event

Each team made of staff members bring staff development to the whole campus. Great progress has been made and staff members are confident that The Lighthouse Team will continue to bring creativity to the school and the community.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The problem is 60% of all students are not obtaining the Meets Level in all core subject areas. **Root Cause:** 60% of students lack grade level comprehension and academic vocabulary.

**Problem Statement 2 (Prioritized):** Only 15% of our Special Education, 16% of EL (current), and 30% of EL(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 40% non-Special Education and non EL. **Root Cause:** Special Education and EL students function below grade level, lack fluency and comprehension of subject matter, as a result of assessment, creates a deficit amongst these students.

# School Processes & Programs

**School Processes & Programs Summary**

Dr. Armando Cuellar Middle School, a 'Leader In Me' campus, strives to provide students with an opportunity to excel in extra-curricular activities. Our campus provides Fine Arts programs that include band, orchestra, choir, art, dance, and mariachi. A variety of UIL sports are offered for both boys and girls.  These include cheerleading, cross country, football, volleyball, tennis, soccer, basketball, golf, softball, track, baseball, and swimming.  UIL Academics are also offered including studies in art/music recognition, poetry/prose, chess, maps/chart reading, and calculators. 7th/8th Grade students at Dr. Armando Cuellar Middle School are offered CATE classes for high school credit:  Digital Design and Media Production, Investigating Careers, and Touch System Data Entry. Students may also qualify to participate in Advanced Academics courses such as English I and Algebra. Spanish as a foreign langue for High School credit is also offered. Students are encouraged to seek out leadership/outreach opportunities in afterschool clubs such as student council, yearbook, and Students Against Bullying Everywhere. 7th and 8th Grade students are eligible to qualify for the National Junior Honor Society, a national organization that promotes the values of scholarship, service, leadership, character, and citizenship within a school. Gifted and Talented students participate in a pull-out program for 60- minutes of accelerated instruction throughout the week. This accelerated instuction is structured and provided by a certified instuctor housed on campus.

Dr. Armando Cuellar Middle School continues to utilize the 'Leader in Me' curriculum to promote leadership, create a culture of student empowerment, and align our processes to drive results in academics. 'Leader in Me' guidance tools and lead lessons are implemented in classes throughout the week.  Students are given opportunities to become school "ambassadors" who help highlight and showcase our campus.

Dr. Armando Cuellar Middle School students are scheduled into ten 40-50 minute periods per day with content areas: Math, Science, Social Studies and RLA blocked. Content area and elective teachers meet as a department in their Professional Learning Community (PLC) bi-weekly for planning. As a PLC, teachers work on lessons and assessment design, analyze data, and examine instructional strategies. Campus PLCs strive to improve student perfomance through common formative and summative assesments. They then use that data to implement the educational strategies that best meet student needs.  Every six weeks, each department also sends a representative to district PLC meetings organized by Content Strategists.   Each content area shares a conference period which allows for informal collaboration among teachers and administration. Our campus has identified two instructional areas of focus: continuous and focused data analysis and increased rigor in the classroom. These two areas drive PLC teacher trainings. All teachers have been challenged to implement Reading and Language Arts focused strategies to increase student learning and writing across the curriculum.

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

Dr. Armando Cuellar MS staff and students utilize a wide array of technology in the classroom.  Each classroom has been outfitted with an access point in order to strengthen network infrastructure. They are able to access the Internet throughout the building in their classes.  Classroom teachers are able to determine the use of the student devices in their classroom.  Technology at Dr. Armando Cuellar includes teacher-issued laptops and every student has been issued a chromebook for academic use. Our campus has an Technology Instructional Coach who offers support and mentoring for teachers.

**School Processes & Programs Strengths**

- 
  - Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.

  - Teachers implement best practice/ high-yield instructional strategies to increase student engagement.

  - Common STAAR reviews exist in all core areas.

  - Vertical alignment is present in core subjects.

  - Multiple content areas engage in cross-curricular STAAR reviews.

  - PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.

  - Professional Learning Communities (PLCs) have created cohesiveness within content areas.

  - PLCs have increased the rigor of classroom instruction.

  - Teachers/Staff use a wide range of technology resources.

  - Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

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

**Problem Statement 1 (Prioritized):** Administration and teachers have identified a need for training to increase rigor in the classroom. **Root Cause:** Teacher results on assessments indicate that students are not performing at the Master Level.

# Perceptions

**Perceptions Summary**

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

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

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

**Perceptions Strengths**

Dr. Armando Cuellar Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards and four administrators.

- Discipline data confirms that the campus's conflict resolution program and discipline prevention/intervention programs are working well.

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis

- Teachers are implementing best practices/ high-yield instructional strategies to increase student engagement.

- Multiple content areas engage in cross-curricular STAAR reviews.

- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.

- Monthly bilingual interactive parent meetings that incorporate Leader in Me activities.

- First middle school to offer Leader In Me elective class to 6th grade students.

- "Happy Friday" initiatives: promote attendance and campus culture by providing music and opportunities to showcase school spirit on social media.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Teacher and parent surveys showed a need to increase parent involvement across various school events and activities **Root Cause:** Campus has not established an effective system to communicate with parents.

# Priority Problem Statements

**Problem Statement 1**: Roughly 75% of our students either did not meet standard on STAAR last year or did not participate and take the test.

**Root Cause 1**: Due to COVID-19, there was a lack of face-to-face instruction, and poor student attendance and participation made remote learning less effective/meaningful. Since testing was not "required" for remote learning students, parents did not feel compelled to send their children and risk possible exposure.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 3**: Emergent Bilinguals (EB) across all grade levels are not passing STAAR at the same rate as non-EB students.

**Root Cause 3**: EBs lack academic fluency and comprehension in English but are tested in their non-native language.

**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students.

**Root Cause 4**: Special Educaion students are functioning below grade level, and STAAR test is assessed on grade level.

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: The problem is 60% of all students are not obtaining the Meets Level in all core subject areas.

**Root Cause 5**: 60% of students lack grade level comprehension and academic vocabulary.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: Only 15% of our Special Education, 16% of EL (current), and 30% of EL(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 40% non-Special Education and non EL.

**Root Cause 6**: Special Education and EL students function below grade level, lack fluency and comprehension of subject matter, as a result of assessment, creates a deficit amongst these students.

**Problem Statement 6 Areas**: Student Learning

**Problem Statement 7**: Administration and teachers have identified a need for training to increase rigor in the classroom.

**Root Cause 7**: Teacher results on assessments indicate that students are not performing at the Master Level.

**Problem Statement 7 Areas**: School Processes & Programs

**Problem Statement 8**: Teacher and parent surveys showed a need to increase parent involvement across various school events and activities

**Root Cause 8**: Campus has not established an effective system to communicate with parents.

**Problem Statement 8 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers

**Accountability Data**

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

**Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (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 benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** By Spring 2022:
The percentage of Emergent Bilingual (EB) students who score at the Meets level on the Reading and Writing STAAR will be at 25% or higher.
The percentage of Special Education students who score at the Meets level on the Reading STAAR will be at 18% or higher.
The percentage of ALL students who score at the Meets Level on Reading STAAR will be at 40% or higher.

**Evaluation Data Sources:** STAAR data, Surveys, Department and Team Leaders, Color Bands, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative asseessments. Students attendance in Extended Day.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide students with effective and evidence based curriculum and resources. | **Formative** | | | **Summative** |
| To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, peer groups, and technology based programs such as iStation, Read 180, Kurzweil 3000, APEX, Rosetta Stone, StudySync, Qannections, and Extended Day. | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. | | | | |
| **Staff Responsible for Monitoring:** All Teachers | | | | |
| Administration | | | | |
| Para-professional staff | | | | |
| Instructional Technology Coach (ITC) | | | | |
| Librarian | | | | |
| Language Arts Strategist | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Funding Sources:** - State Comp Ed (SCE) - $221,454, - Title 1, Part A - $312,077, - State Comp Ed (SCE) - $11,365, - State Comp Ed (SCE), - Title 1, Part A, - Title 1, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** To increase and encourage the usage of technology and blended learning model in the classroom. | **Formative** | | | **Summative** |
| To give ample opportunity to extend interaction with peers of varying English proficiency levels. | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. <br><br> **Staff Responsible for Monitoring:** All Teachers <br><br> Administration <br><br> Para-professional staff <br><br> Instructional Technology Coach (ITC) <br><br> Librarian <br><br> Language Arts Strategist <br> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** <br> **Funding Sources:** - State Comp Ed (SCE), - Title 1, Part A, - Title 1, Part A, - Title 1, Part A, - Title 1, Part A, - Title 1, Part A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** To provide interventions and differentiated instructional methods to help ensure student growth and success. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. <br> **Staff Responsible for Monitoring:** All Teachers <br><br> Administration <br><br> Para-professional staff <br><br> Instructional Technology Coach (ITC) <br><br> Librarian <br><br> Language Arts Strategist | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** To provide content focused staff development for RLA teachers that results in changes to teacher practices and improvements to student learning outcomes. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR.<br>**Staff Responsible for Monitoring:** All Teachers<br><br>Administration<br><br>Para-professional staff<br><br>Instructional Technology Coach (ITC)<br><br>Librarian<br><br>Language Arts Strategist | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

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

**Performance Objective 2:** By the end of the 2021-2022 school year, the percentage of students who score at the Meets Level on Math STAAR will be at 50% or higher.  The percentage of Special Education students who score at the Meets Level on the Math STAAR will be at 20% or higher.

**Evaluation Data Sources:** STAAR Data,  Math Department, Team Leaders, Colorbands, Administration Recommendations, Student Growth Tracker, Imagine Math Data, Student Score boards,  formative and summative assessments.  Students attendnace in Extended Day.

| Strategy 1 Details | Reviews | | | |
| --- | --- | --- | --- | --- |
| **Strategy 1:** Increase the use of personalized learning and differentiation which allows students utilize their critical thinking and problem solving skills through the use of the following resources: | Formative | | | Summative |
| -TEKS Resource Performance System | **Nov** | **Jan** | **Mar** | **June** |
| -Thinking Maps<br>-Brain POP<br>-Online Textbook<br>-ALEKS<br>-Online Instructional videos<br>-Imagine Math<br>-ThinkUp Math<br>-Extended Day/Saturday School | | | | |
|     **Strategy's Expected Result/Impact:** Students will have the opportunity to use technology/digital media at school/home to improve math skills.<br><br>    Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR.<br>    **Staff Responsible for Monitoring:** Teachers<br><br>    Campus Instructional Coach<br><br>    Administrators<br><br>    District Math Strategist<br><br>    ITC<br>    **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>    **Funding Sources:**  - State Comp Ed (SCE) - $10,000,  - Title 1, Part A - $2,617,  - General Fund - $0,  - State Bilingual/ESL - $0,  - State Special Education - $0,  - State Gifted and Talented (G/T) - $0 | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

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

**Performance Objective 3:** By the end of the 2021-2022 school year, the percentage of students who score at the Masters Level on the Social Studies STAAR will be at 25% or higher.

    **Evaluation Data Sources:** STAAR data, surveys, and department, team leaders, color bands, and administration recommendations. Students attendnace in Extended Day.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** 1. Use of Exploros to reinforce or introduce key content.<br>2. The use of Sirius STAAR Prep consumables and manual. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** All students will show growth on Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.<br>    **Staff Responsible for Monitoring:** Teachers, Administrators, Social Studies Strategist, ITC<br>    **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>    **Funding Sources:**  - State Comp Ed (SCE) - $0,  - Title 1, Part A - $0,  - General Fund - $0,  - State Bilingual/ESL - $0,  - State Special Education - $0,  - State Gifted and Talented (G/T) - $0 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Students will work 1:1 on chromebooks using E-Docs as reference tools and create thinking maps. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Students will show growth in scores in mini assessments, CBA's, and Benchmarks through the use of these tools. | **Nov** | **Jan** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Teachers, Administrators, Social Studies Strategist, ITC<br>    **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**<br>    **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| Strategy 3 Details | Reviews | | | |
| **Strategy 3:** Disaggregate data through Eduphoria Aware | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Students will show growth in scores in mini assessments, CBA's, and Benchmarks through the use of these tools. | **Nov** | **Jan** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Teachers, Administrators, Social Studies Strategist, ITC<br>    **Title I Schoolwide Elements:** 2.6 - **Comprehensive Support Strategy**<br>    **Funding Sources:**  - State Comp Ed (SCE) - $0,  - Title 1, Part A - $0,  - General Fund - $0,  - State Bilingual/ESL - $0,  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0 | | | | |

| Strategy 4 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 4:** Use Kahoot, Quizizz & Quizlet to help reinforce key vocabulary and content | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Students will show growth in scores in mini assessments, CBA's, and Benchmarks through the use of these tools. | | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Administrators, Social Studies Strategist, ITC | | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | | | | | |
| **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | | |

| Strategy 5 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 5:** Students will use screencasting and Nearpod to listen to presentations at their own pace and use as a reference tool. Students will use Flipgrid to increase their fluency. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students will show growth in scores in mini assessments, CBA's, and Benchmarks through the use of these tools. | | | | | |
| **Staff Responsible for Monitoring:** Teachers, Administrators, Social Studies Strategist, ITC | | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** | | | | | |
| **Funding Sources:** - State Comp Ed (SCE) - $0, - Title 1, Part A - $0, - General Fund - $0, - State Bilingual/ESL - $0, - State Special Education - $0, - State Gifted and Talented (G/T) - $0 | | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

**Performance Objective 4:** By the end of the 2021-2022 school year, the percentage of students who score at the Masters Level on the Science STAAR will be at 25% or higher.

> **Evaluation Data Sources:** STAAR data, surveys, and department, team leaders, color bands, and administration recommendations. Students attendance in Extended Day.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Science teachers will be better prepared to differentiate instruction to meet the needs of all learners. **Staff Responsible for Monitoring:** Administration, District Science Strategist, Science Teachers, and ITC, Color Bands **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** The teachers will utilize innovative and technological programs such as EDUsmart, STEMSCOPES,ED Puzzle, Quizlet, Quizzes, Nearpod, Flipgrid, Qannections, DiscoveryEd, Class Kick, Kessler Science, and Kahoot, to promote student success due to their research based methods such as the 5E model, real world examples, interactive opportunities, cross curricular connections and the use of visuals. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased performance for all student populations on both formative and summative assessments including, but not limited to Mini assessments, District Benchmarks, STAAR projects, presentations and other teacher assessments. **Staff Responsible for Monitoring:** Administration, District Science Strategist, Science Teachers, Color Bands, and ITC Gear Up Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - State Comp Ed (SCE) - $0,  - General Fund - $0 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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

**Performance Objective 5:** To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure  students are prepared for the rigors of Benchmarks, mini-assessments, STAAR and NWEA Map testing.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** All students will show growth on Benchmarks, CBA, Mini assessments, STAAR and EOC. **Staff Responsible for Monitoring:** Teachers Librarian **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** All students will show growth on Benchmarks, CBA, Mini assessments, STAAR and EOC. **Staff Responsible for Monitoring:** Teachers Librarian **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Update and maintain the library book collection and resources. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** To increase student engagement and literacy; foster a love of reading in all students.<br>**Staff Responsible for Monitoring:** Librarian<br>Administration<br>Teachers<br>Paraprofessionals | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |

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

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

**Performance Objective 6:** By the end of the 2021-2022 school year, our campus' TELPAS participation rate will be at 95% and progress rate will be at 35% or higher.

**Evaluation Data Sources:** TELPAS Data, Surveys, and department, team leaders, and administration recommendations. Formative and Summative assessments, SummitK12,

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will utilize programs like Flipgrid, SummitK12, and iStation to provide language support and build fluency in speaking, listening, reading, and writing.  The campus will also prioritize Writing Across the Curriculum. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students will show growth on  TELPAS in all areas. **Staff Responsible for Monitoring:** General Ed Teachers  Special Ed Teachers  Administrators  ESL Staff  ITC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | | | | |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue | | | | |

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

**Performance Objective 1:** During the 2021-2022 Academic Year, we will increase student interest in literacy.

All ELAR teachers at Dr. Armando Cuellar Middle School will utilize multiple online resources such as Google Classroom, Kami, Edpuzzle, Peardeck, Screencastify, Zoom/Google Meets, iStation, Read 180, APEX, Commonlit, ReadWorks, Rosetta Stone, Quill, NoRedInk, NewsEla, Flipgrid, SummitK12, GradeCam, Springboard, Edpuzzle, NearPod, MackinVIA, Thinking Maps and Reading Counts to increase literacy skills. To support the use of online resources, ELAR will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, and extension cords.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided with an ample access to reading resources including classroom libraries, campus library, and digital libraries (MackinVIA). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** There will be an increase in overall reading interest, comprehension, vocabulary, and fluency. **Staff Responsible for Monitoring:** All classroom teachers<br><br>Administration<br><br>Librarian<br><br>ITC<br>**Title I Schoolwide Elements:** 2.4, 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>**Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress | 100% Accomplished | Continue/Modify | Discontinue | |

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

**Performance Objective 2:** All math teachers will incorporate colored graphing calculators, GoMath, Imagine Math, ALEKS, Springboard, Khan Academy, IXL, smartboards, Flipgrid, NearPod, TedED, PadLet, Mathantics in the math curriculum as deemed fit throughout the year. To support the use of online resources, Math will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, interactive write pads and extension cords.

   **Evaluation Data Sources:** STAAR data,  math department, team leaders, and administration recommendations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide regular staff development for teachers (e.g Tech Tuesday) on embedding technology effectively in the curriculum. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Tech-rich blended lessons presented to the staff will be implemented in the classroom to increase student engagement. **Staff Responsible for Monitoring:** Teachers  Administrators  ITC  **Comprehensive Support Strategy - Additional Targeted Support Strategy**  **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Meet weekly for department planning among peers to discuss and share differentiated lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** All math teachers will effectively provide personalized learning opportunities for their students. **Staff Responsible for Monitoring:** Math Teachers  Administrators  ITC  District Math Strategist  **Title I Schoolwide Elements:** 2.4, 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**  **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

0% No Progress          100% Accomplished          Continue/Modify          Discontinue

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

**Performance Objective 3:**
The Social Studies department at Dr. Armando Cuellar Middle School will invest in and maintain a 1 to 1 ratio of chromebooks for students in order to promote digital learning and ensure that students have opportunities to receive enriched blended learning lessons.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Dr. Armando Cuellar will direct a  portion of the school budget for the purchase and replacement of chromebooks that are end-of-life and laptops, and a class set of head phones that are compatible to chromebooks.<br>    **Strategy's Expected Result/Impact:** Students will create products using Blended lessons, Flipped classrooms, student research projects,<br>    **Staff Responsible for Monitoring:** Teachers, Administration, ITC,<br>Social Studies Strategist<br>    **Title I Schoolwide Elements:** 2.4 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>    **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Teachers will have multiple opportunities to receive staff development in areas specific to personalized learning, differentiated instruction and data analysis.<br>    **Strategy's Expected Result/Impact:** Attend workshops on curriculumn for Personalized Learning, Flipped classrooms, student research projects,<br>    **Staff Responsible for Monitoring:** Teachers, Administration, ITC,<br>Social Studies Strategist, Gear Up Counselor<br>    **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>    **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

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

**Performance Objective 4:** One hundred percent of Dr. Armando Cuellar Middle School students and staff will complete internet safety training using the Common Sense Media curriculum. This will allow our campus to continue being a Common Sense Media Certified School.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will complete the requirements to become a Common Sense Media Certified School. | **Formative** | | | **Summative** |
| 2) Students will receive instruction on digital citizenship. | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.<br>**Staff Responsible for Monitoring:** All teachers, Librarian, ITC, and Administrators.<br>**Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>**Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

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

**Performance Objective 5:** Dr. Armando Cuellar Middle School will maintain a adequate number of CPI certified staff to ensure student safety should a crisis arise on campus.

**Evaluation Data Sources:** Increase highly qualified professionals with professional development.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Staff will receive training on how to properly address a crisis. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Reduced crisis incidents , properly and swiftly executed crisis prevention intervention | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All professional staff, support staff. | | | | |
| **Comprehensive Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

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

**Performance Objective 6:** All of Dr. Armando Cuellar Middle School Science teachers and students will practice science safety lab procedures, safety internet usage, and overall classroom safety environment through the use of LED digital microscope, 3D printers, digital weather instruments, poster printer, color printers, dobsonian telescope, and various supplies.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Science teachers will ensure the classroom environment is a safe and conducive environment by using effective classroom management skills that address lab safety procedures. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** The students will follow appropriate lab safety procedures and adhere to all safety standards.  **Staff Responsible for Monitoring:** Administration will perform walk-throughs and provide positive feedback to teachers.  **Comprehensive Support Strategy**  **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | **Nov** | **Jan** | **Mar** | **June** |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** 1) Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards. 2)All science classrooms will have safety fire blankets & fire extinguishers. 3)All classrooms are equipped with necessary tools &  equipment, supplies and running water in each science laboratory. 4) At least one science teacher per grade level will be CPR/AED/First Aid certified. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students will use safety procedures during science classes to ensure minimal safety hazards. Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.  **Staff Responsible for Monitoring:** Administration, Science Teachers and District Science Strategist  **Comprehensive Support Strategy**  **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

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

**Performance Objective 1:** Increase parent and school collaboration, communication, participation, and attendance.

**Evaluation Data Sources:** Annual Parent-Teacher Student Surveys, Parental Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council, community and district level input.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Publicize parent volunteer opportunities throughout the year. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration<br><br>Classroom Teachers<br><br>Library Staff<br><br>Social Worker<br><br>Counselor<br>**Title I Schoolwide Elements:** 3.1 - **Comprehensive Support Strategy**<br>**Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Teachers and staff will use various forms of contact with parents including blackboard messaging system, Google Classroom, Google Voice, phone calls, emails, parent- teacher-conferences, KWES, Remind 101, ClassDojo, School Website, Teacher-sites and other forms of social media. (Facebook and Twitter) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Academic Achievement of Students whose parent are engaged and participate in campus activities increases. Students whose parents are more motivated to learn are more successful in school.<br>**Staff Responsible for Monitoring:** Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor<br>**Title I Schoolwide Elements:** 3.1, 3.2<br>**Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide district aligned parent trainings and resources on topics such as effective reading strategies, RGV Lead Ambassador Trainings, Parent Leadership Trainings, PASOS, STAAR, Bullying and Drug Prevention, The Leader in Me, Mental Health Awareness, Technology and College & Career Readiness. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** The goal is to maximize the impact of parental engagement which will transition from school to home.<br><br>**Staff Responsible for Monitoring:** Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor<br><br>**Title I Schoolwide Elements:** 3.2<br><br>**Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Continue to implement a system for tracking parent participation by campus and volunteer hours.  Parents will be recognized at the end of the year for their participation. | Formative | | | Summative |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** When parents are engaged and participate in campus events, student achievement increases.  Parents will be rewarded throughout the year by attending Region One conference and will be given special recognition at our end of the year awards ceremony.<br><br>**Staff Responsible for Monitoring:** Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor<br><br>**Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br><br>**Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

**Performance Objective 2:** Campus will provide virtual opportunities to include parents to share valuable information about their children's learning.

**Evaluation Data Sources:** Virtual Parent Meetings, Parent surveys and community and district level input.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** 100% of the teachers will use Google classroom and invite parents to join their classroom through email invite. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Through authentic partnerships with parents, schools gain:<br><br>-Improved teacher morale<br>-Higher teacher ratings<br>-Higher student achievement<br>-Improved school reputation.<br>**Staff Responsible for Monitoring:** Teachers<br><br>Administrators<br><br>ITC<br>**Title I Schoolwide Elements:** 3.1 - **Comprehensive Support Strategy**<br>**Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |

| Strategy 2 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 2:** Increase modes of social media communication.<br>-Remind 101<br>-School Facebook<br>-Class Dojo<br>-Instagram<br>-Facebook<br>-Twitter | | Formative | | Summative |
| | | Nov | Jan | Mar | June |

| Strategy 2 Details | Reviews |
|---|---|
| **Strategy 2:** Increase modes of social media communication.<br>-Remind 101<br>-School Facebook<br>-Class Dojo<br>-Instagram<br>-Facebook<br>-Twitter<br><br>    **Strategy's Expected Result/Impact:** Through authentic partnerships with parents, schools gain:<br>    -Improved teacher morale<br>    -Higher teacher ratings<br>    -Higher student achievement<br>    -Improved school reputation.<br>    **Staff Responsible for Monitoring:** Teachers<br><br>    Administrators<br><br>    ITC<br><br>    Parent Liaison-Social Worker<br><br>    Librarian<br><br>    Counselors<br>**Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br>**Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | |

0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue

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

**Performance Objective 3:** Dr. Armando Cuellar Middle School will initiate parental participation in their children's learning by creating opportunities where parents can volunteer as helpers and tutors if conducive to CDC guidelines.

    **Evaluation Data Sources:** Parent surveys and community and district level input.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement Leader in Me strategies to enhance student-to-teacher, teacher-to-parent, teacher-to-admin, and school to community relationships | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Enhanced student performance, attendance, and overall academic success.<br><br>    **Staff Responsible for Monitoring:** Administration, Social Worker, Counselors, Teachers .<br><br>Parent log communication can inform parents the opportunity to volunteer on campus.<br>    **Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br>    **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Cuellar Middle School will distribute calendars on a monthly basis to keep parents, students, and community informed about Cuellar Middle School events. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Enhanced student performance, attendance, and overall academic success.<br>    **Staff Responsible for Monitoring:** Administration, Social Worker, Counselors, Teachers .<br><br>Parent log communication can inform parents the opportunity to volunteer on campus.<br>    **Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br>    **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Encourage parent involvement. (volunteering) as CDC guidelines permit. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Enhanced student performance, attendance, and overall academic success. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration, Social Worker, Counselors, Teachers .<br>Gear Up Counselor<br>Parent log communication can inform parents the opportunity to volunteer on campus. | | | | |
| **Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy** | | | | |
| **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue | | | | |

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

**Performance Objective 4:** Strengthen and increase our special education and EB parental involvement and community engagement at Dr. Armando Cuellar Middle School.

**Evaluation Data Sources:** Parent surveys and community and district level imput.

| Strategy 1 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Have at least 1 special ed. representative at monthly parent meeting to communicate with parents. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:**<br>Increased parental support and greater student success. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All professional staff.<br><br>Administration<br>**Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br>**Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress | 100% Accomplished | →Continue/Modify | ✗ Discontinue | |

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

**Performance Objective 5:** Strengthen and increase our parental involvement and community engagement by promoting our campus successes through the use of social media, school website, KWES, and local newspaper.

    **Evaluation Data Sources:** Parent surveys and community and district level imput.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Monthly parent meetings are promoted through Remind 101, parent calls, use of Facebook and campus website. Parent meetings are informative for STAAR, helping students being successful in the classroom. Once a week during the day computer skills and other parent portal information for parents. | | **Formative** | | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Administration<br><br>    Social Worker<br><br>    ITC<br><br>    Librarian<br>    **Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy** | | | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Campus reach out not only our school environment but also the broader community of Weslaco. | | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Increased parental support and greater student success. | | **Nov** | **Jan** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** All staff including: Librarian, Band Director, ITC, Athletic Coaches, Teachers, Administrators, Cafeteria Staff, Counselors, Security Guards, Attendance Clerk, Social Worker, Athletic Coordinator, Choir Director, District Fine Arts Director<br>    **Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**<br>    **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - Title 1, Part A - $0, - General Fund - $0, - State Bilingual/ESL - $0 | | | | | |
| | 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

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

**Performance Objective 6:** Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

**Evaluation Data Sources:** Annual Health Fair, Sign-Ins, Agendas, Parent Evaluations, Volunteer in place logs, principal's reports and feedback from staff.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** The community will provide resources and partnerships that meets the needs of our WISD families such as: In His Image Uniform Drive, In His steps Shoe Banks, Texas Department of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** When parents are aware of community resources and information they are able to seek assistance when needed. | | | | |
| **Staff Responsible for Monitoring:** Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor | | | | |
| **Title I Schoolwide Elements:** 3.1 - **Comprehensive Support Strategy** | | | | |
| **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress        100% Accomplished        ➡ Continue/Modify        ❌ Discontinue | | | | |

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

**Performance Objective 1:** Increase staff awareness of different types of disabilities that many mainstreamed special education students may have by attending trainings that specialize in autism, emotional disturbance, learning disability, and hyperactivity. Offer opportunities for staff to attend trainings regarding aformentioned  disablilities.

**Evaluation Data Sources:** IEPs, surveys, and department and administration recommendations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Staff will receive training from experts in each of the learning  disabilities. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase teacher awareness of disabilities and techniques used to accomodate students with disabilities. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All teachers | | | | |
| All paraprofessionals | | | | |
| All security | | | | |
| **Comprehensive Support Strategy** | | | | |
| **Funding Sources:**  - State Gifted and Talented (G/T) - $0,  - State Special Education - $0,  - State Comp Ed (SCE) - $0,  - State Bilingual/ESL - $0,  - Title 1, Part A - $0,  - General Fund - $0 | | | | |
| 0% No Progress       100% Accomplished       → Continue/Modify       ✕ Discontinue | | | | |

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

**Performance Objective 2:** Increase all staff knowledge of both ELPS and Emergent Bilingual differentiation strategies using various district and campus training such as Thinking Maps.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All core content-area staff will receive trainings on different strategies and accommodations for EB students. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased teacher awareness and usage of EB strategies to increase student achievement. **Staff Responsible for Monitoring:** All teachers Administrators ITC **Title I Schoolwide Elements:** 2.4, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - Title 1, Part A - $0 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** More training will be available for data assessment, instructional strategies, ELPS , and SIOP. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased teacher awareness of EB strategies to increase student achievement. **Staff Responsible for Monitoring:** All teachers Administrators ITC **Title I Schoolwide Elements:** 2.4, 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Comp Ed (SCE) - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | | |

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

**Performance Objective 1:** By Spring 2022, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resource to assist students meet grade level or master grade level on STAAR assessments.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide resources and implement services and programs with the aim of upgrading our entire educational program. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Students meet grade level or master grade level on STAAR assessments. **Staff Responsible for Monitoring:** Administration Department Heads ITC **Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE) - $0, - State Gifted and Talented (G/T) - $0, - State Special Education - $0, - State Bilingual/ESL - $0, - Title 1, Part A - $0, - General Fund - $0 | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

# State Compensatory

## Budget for Cuellar Middle School

**Total SCE Funds:**
**Total FTEs Funded by SCE:** 7
**Brief Description of SCE Services and/or Programs**

|  |
|  |

## Personnel for Cuellar Middle School

| Name | Position | FTE |
|---|---|---|
| Annette Ozuna | Teacher Resource Special Ed. | 1 |
| BJ Oranday | Instructional Aide Special Ed. | 1 |
| Elva Torres | Teacher Self Contained Special Ed. | 1 |
| Graciela Palacios | Campus Instruction Facilitator | 1 |
| Jeremy Miller | Technology Instructional Coach | 1 |
| Maria F. Saldana | Teacher Resource Special Ed. | 1 |
| Nelda Torres | Social Worker | 1 |

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Was developed in September 8, 2021

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

| Cesar Mata | CTE Teacher | cjmata@wisd.us | CTE Classroom Teacher | |
|---|---|---|---|---|
| | Principal | | Administrator | EditDelete |
| Jeremy Miller | Instructional Coach | jmiller@wisd.us | Non-classroom Professional | EditDelete |
| Isabel Rosas | Science Department Chair | irosas@wisd.us | Science Classroom Teacher | EditDelete |
| Jose Yanez | Social Studies Department Chair | jyanez@wisd.us | Social St.Classroom Teacher | EditDelete |
| Nelda Torres | Social Worker/ Parent Liaison | netorres@wisd.us | Non-classroom Professional | EditDelete |
| Dr. Olga Estrada | Asst. Principal | oestrada@wisd.us | Administrator | EditDelete |
| Fatima Saldana | Special Education Department Chair | masaldan@wisd.us | Sp. Ed. Classroom Teacher | EditDelete |
| Belinda Saenz | Librarian | bsaenz@wisd.us | Non-classroom Professional | EditDelete |
| Sarah Ortegon | ESL Math Department Chair | sortegon@wisd.us | Math Classroom Teacher | EditDelete |
| Jose Garza | Math Department Chair | jgarza@wisd.us | Math Classroom Teacher | EditDelete |
| Rachel Yanez | ELAR Department Chair | rdrury@wsid.us | ELAR Classroom Teacher | EditDelete |
| Perla Palomo | ESL ELAR Department Chair | pdpalomo@wisd.us | ELAR Classroom Teacher | EditDelete |
| | | | | Edit |

## 2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored and maybe revised at the time the committee meets to evaluate progress November, January and March.

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

Dr. Armando Cuellar Middle School Campus Improvement Plan is located on campus in the main office and the Parental Involvement room 411. You can also find the Campus Improvement Plan in the campus website.  The Campus Improvement Plan can be translated into Spanish if needed.  For translation of the campus improvement plan, please contact Mrs. Nelda Torres at (956)969-6720.  Mrs. Torres, social worker, is the person who serves as a translator at Dr. Armando Cuellar Middle School.

## 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging State Academic Standards.

See pages, 3-14

## 2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic school program. See pages, 3-14, 16-34

Increase amount and quality of learning time. See pages 3-14, 16-34

Academic programs that help provide an enriched and accelerated curriculum that includes programs, actitivites and courses necessary to provide a well-rounded education. See pages 3-14, 16-34

## 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 3-14

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy was approved by parents and is posted on our school website.  A harcdcopy is avaiable at the office our campus Social Worker, Nelda Torres.

## 3.2: Offer flexible number of parent involvement meetings

Two meetings per month are held on campus at different times of the day.  One would be held during school hours between the hours 8 am- 11:00 am. An evening session would be held between the hours of 5:00 pm - 7:00 pm.  Due to the pandemic all parent involvement meeetings will be postponed until firther notice.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Angelica Marie Trevino | Instructional Aide Special Ed. | Federal Special Ed. | 1 |
| Cristina A. Ortiz | At-Risk Attendance Clerk | Title I Part A | 1 |
| Daniel Andrade | Instructional Aide Special Ed. | Federal Special Ed. | 1 |
| Jessica Medellin-Angulo | Facilitator Campus Instructional | Title I Part A | 1 |
| Karla Nicole Perez | Instructional Aide Special Ed. | Federal Special Ed. | 1 |
| Laura H, Molina | Instructional Aide Special Ed. | Federal Special Ed. | 1 |
| Maria Rosario Arellano | LVN | Title I Part A | 1 |
| Mariela Martinez | Teacher LEP | Title III Part A | 1 |
| Mark Antony Guerra | Instructional Aide Special Ed. | Title I Part A | 1 |
| Oly Longoria | Speech Pathologist | Federal Special Ed. | 0.5 |
| Ricardo R. Castillo | Library Aide | Title I Part A | 1 |

# Campus Funding Summary

| | | | State Gifted and Talented (G/T) | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |

| State Gifted and Talented (G/T) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| State Special Education | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |

## State Special Education

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## State Comp Ed (SCE)

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 1 | | | $221,454.00 |
| 1 | 1 | 1 | | | $11,365.00 |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 2 | 1 | | | $10,000.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |

| State Comp Ed (SCE) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |

| State Comp Ed (SCE) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $242,819.00 |
| **State Bilingual/ESL** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |

| | | | State Bilingual/ESL | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | **Title 1, Part A** | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $312,077.00 |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 2 | 1 | | | $2,617.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |

| Title 1, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $314,694.00 |

| General Fund | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 5 | 1 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 6 | 1 | | | $0.00 |
| 2 | 6 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 2 | 1 | | | $0.00 |
| 3 | 2 | 2 | | | $0.00 |
| 3 | 3 | 1 | | | $0.00 |
| 3 | 3 | 2 | | | $0.00 |
| 3 | 3 | 3 | | | $0.00 |
| 3 | 4 | 1 | | | $0.00 |

| General Fund | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 5 | 2 | | | $0.00 |
| 3 | 6 | 1 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Grand Total** | $557,513.00 |

# Addendums