

Weslaco Independent School District
Cuellar Middle School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



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 utilize 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 utilize 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.

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 2017-2018 school year was 710 students. We anticipate that number to be about 3% higher when school starts in 2018-2019. The breakdown by grade level was as follows: 6th-260, 7th-228, and 8th-222. This equates to 98% Hispanics and 2% White. Eighty-eight percent of the students are from a low socio-economic status.

Dr. Armando Cuellar Middle School serves the following populations: 18% ELL, 55% at-risk, 54% 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 2017-2018, Dr. Armando Cuellar MS has 53 teachers. One teacher new to the district has been hired. 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 16.

Dr. Armando Cuellar Middle School is predominantly Hispanic, as noted in the demographic summary. With a student population of 720 students, two major focus points of our staff are student safety and 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 150 student athletes on our campus, which means 21% of our student body participate in at least one UIL sport. In addition to athletics, we 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.
- The Extended Day Program served _ students during the 2016-2017 school year and ____ students passed their STAAR exams.
- The attendance rate held steady at %
- Community involvement included "Adopt a Senior Citizen", Technology Night, Grade Level Parental Meetings, Accelerated Math Program Meetings, Early College Recruitment Meetings, and Student Council members attended a City Council Meeting and participated in the community Christmas Parade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1: 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 below grade level and STAAR test is on grade level.

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

Student Academic Achievement

Student Academic Achievement 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 Performance Index Report from the 2017 Accountability and also includes a look at the Domains that will go into effect August 2018.

2016-2017 INDEX 1 2017-2018 DOMAIN I: STUDENT ACHIEVEMENT – STAAR satisfactory standard and STAAR college-readiness standard

In Index1, CMS scored 70. The state target is 60. The campus score is 8 points higher thanlast year. Multiple programs are provided to students

2016-2017 INDEX 2 2017-2018 DOMAIN II: STUDENT PROGRESS – STAAR progress measure for both satisfactory standard and college-readiness standard and college-readiness standard

In Index 2 the state target score was 30 scored 38 which is 3 points higher than last year. Campus growth is due to the level of assistance provided to all students throughout the school day

2016-2017 INDEX 3 2017-2018 DOMAIN III: CLOSING PERFORMANCE GAPS – academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

For Index 3, the campus scored 38 with a state target score of 26. We are most proud of the growth in this area. Last year's score was 31. We had a growth of 7 points!

2016-2017 INDEX 4 2017-2018 DOMAIN IV: POSTSECONDARY READINESS- STAAR postsecondary readiness standard component

For Index 4, the campus scored 34 with a state target score of 13. Last year's score was 29. We had a growth of 5 points.

Student Academic Achievement Strengths

- Dr. Armando Cuellar Middle School received the Texas Education Agency's rating of Met Standard. CMS has numerous strength within this rating by meeting standards in a four standards- student achievement, student progress, closing performance gaps and postsecondary readiness.
- Dr. Armando Cuellar Middle School earned 5 Distinction Designations in the following areas: Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gap, 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.
- Top 25 Percent Student Progress- Index 2 score was ranked in the top 25 percent of the comparison group.
- Top 25 Percent Closing Performance Gap- Index 3 score was ranked in the top 25 percent of the comparison group.
- Postsecondary Readiness- Index 4 score was ranked in the top 25 percent of the comparison group.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The problem is 90% of all students are not meeting masters level in all subjects. **Root Cause:** 90% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2: The problem is Special Education and ELLs across grades 6-8 scored 43% or lower in all subjects compared to non-Special Education and non ELLS. **Root Cause:** Special Education are below level and are assessed at grade level. ELLs lack fluency and understanding of subject matter.

School Processes & Programs

School Processes & Programs Summary

Students at Dr. Armando Cuellar excel in Fine Arts courses that include band, orchestra, choir, art, theater/drama. Dr. Armanda Cuellar students compete in UIL competitions. A variety of sports are offered for both boys and girls. These include cross country, football, soccer, basketball, cheerleading, golf, softball, track, baseball, swimming, tennis and volleyball. Students also have a variety of UIL academic contests they may participate in as well as student council. Students may participate in yearbook as well as study strategies, Spanish as a foreign language, and career portal. The National Junior Society is a stimulus for promoting successful graduation from high school and provides rewarding opportunities which will benefit the student.

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

Dr. Armando Cuellar Middle School students are scheduled into ten 40-minute periods per day with content areas math, science, social studies and science blocked into 80-minutes. Students are given the opportunity to take advanced-level in math in sixth through eighth grade and English 1 for eighth graders. Gifted and Talent students are given accelerated instruction on Mondays, Wednesday and Fridays at another campus for two hours. These students are given the option to attend accelerated instruction. CMS is in the beginning year 2017-2018 as a Leader in Me campus. Leadership is reinforced throughout the campus. School announcements are done by ambassador students that highlight and showcase Dr. Armando Cuellar Middle School.

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

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

Dr. Armando Cuellar MS staff and students utilize a wide array of technology in the classroom. Our Campus is a Bring Your Own Device (BYOD) campus. Students are able to bring and utilize their own electronic devices. They are able to access the Internet throughout the building in their classes. Classroom teachers are able to determine the use of the student devices in their classroom. Our campus is working on meeting the ratio of a chrome book per student. Technology at Dr. Armando Cuellar includes teacher-issued laptops, desktops for classrooms, Promethean Boards in most classrooms, chrome books, iPads, tablet computers for staff and student use. One computer technologist from our staff, who serves both staff and the students, provides technology-to-support ratio.

School Processes & Programs Strengths

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common EOC reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular EOC reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An ELL focus group comprised of core teachers address our ELL students.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas.
- PLC's have increased the rigor of classroom instruction.
- Advance-course teachers in math and English have focused on increasing student retention of material and reduction of failure rates.
- A wide array of technology is 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Administration and teachers have identified training to increase rigor in the classroom. **Root Cause:** As teachers are strengthening their skills for designing CBAs that align to the TEKS System, they are realizing the necessity of rigorous classroom strategies.

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. Cuellar Middle School wants to narrow the performance gap among all student groups, and particularly between Special Education, Economically Disadvantage and English Language Learner students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students- ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that the habit to achieve excellence is part of each of the 7 Habits of the Leader in Me. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught and then taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are consistently 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, CMS 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 EOC reviews.
- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.
- Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The 2017 parent survey showed a need to increase parent/community and school involvement. **Root Cause:** Procedures to increase parent/community and school involvement include hosting monthly parent meetings.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By the end of the 2017-18 school year, the percentage of ELL students who score at Approaches level on STAAR Reading will increase from 45% to 50% and special education will increase from 28% to 33%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, peer groups, and technology based programs such as iStation, Read 180, myOn, Kurzweil 3000, and Rosetta Stone</p>	1, 2, 8, 9, 10	<p>All Teachers</p> <p>Administration</p> <p>Para-professional staff</p> <p>Campus Technology Coordinator (CTC)</p> <p>Librarian</p> <p>Language Arts Strategist</p>	Students will show at least 5% growth in STAAR Reading, 7th grade STAAR Writing, and English I.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) To give ample opportunity to extend interaction with peers of varying English proficiency levels</p>	<p>1, 2, 8, 9, 10</p>	<p>All Teachers Administration Para-professional staff Campus Technology Coordinator (CTC) Librarian Language Arts Strategist</p>	<p>Students will show at least 5% growth in STAAR Reading, 7th grade STAAR Writing, and English I.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: By Spring 2018, the percent of students who score at the approaches level on the Math STAAR assessment will increase 5 %.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Use of new programs involving critical thinking and problem solving skills for the classroom -TEKS Resource Performance System -Thinking Maps -Brain POP -Online Textbook -ALEKS -Online Instructional videos</p>	1, 2, 8, 9, 10	Teachers CTC Administrators District Math Strategist	<p>Students will have the opportunity to use technology/digital media at school/home to improve math skills.</p> <p>Students will show growth on STAAR results.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Increase the use of blended learning and flipped classroom which allow students to become more accountable for their learning.</p>	1, 2, 8, 9, 10	Teachers CTC Administrators District Math Strategist	<p>Students will have the opportunity to use technology/digital media at school/home to improve math skills.</p> <p>Students will show an increase in progress on STAAR results.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: By Spring 2018, the number of students who score at the approaches level on the Social Studies STAAR assessment will increase from 61% in the Spring of 2017 to 63% in the Spring of 2018.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Use of Exploros to reinforce or introduce key content.</p>	2, 8, 9, 10	Teachers, Administrators, Social Studies Strategist, CTC	Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Students will work 1:1 on chromebooks using E-Docs as reference tools and to create thinking maps.</p>	3, 8, 9, 10	Teachers, Administrators, Social Studies Strategist, CTC	Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Disaggregate data through Eduphoria Aware</p>	3, 8, 9, 10	Teachers, Administrators, Social Studies Strategist, CTC	Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Use Kahoot, Quizizz & Quizlet to help reinforce key vocabulary and content</p>	3, 8, 9, 10	Teachers, Administrators, Social Studies Strategist, CTC	Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.				

<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Students will use screencasting to listen to presentations at their own pace and use a reference tool.</p>	<p>3, 8, 9, 10</p>	<p>Teachers, Administrators, Social Studies Strategist, CTC</p>	<p>Mini Assessments, CBA's, Benchmarks, STAAR Assessment, Formal and informal assessments.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4:

One hundred percent of Dr. Armando Cuellar Middle School Science teachers will provide a high-quality education to ALL students utilizing research-based strategies and innovative/ technological programs that will promote their success.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students.</p>	1, 2, 3, 4, 8, 10	Administration, District Science Strategist, Science Teachers, and CTC	Science teachers will be better prepared to differentiate instruction to meet the needs of all learners.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) The teachers will utilize innovative and technological programs such as EDUsmart and STEMSCOPES 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.</p>	2, 3, 8, 9, 10	Administration, District Science Strategist, Science Teachers, and CTC	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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.


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 the students prepare for the rigors of Benchmarks, CBA’s, mini-assessments, STAAR and EOC.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.</p>	2, 3, 8	Teachers Librarian	Benchmarks, CBA, Mini assessments, STAAR and EOC.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>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.</p>	2, 3, 8	Teachers Librarian	Benchmarks, CBA, Mini assessments, STAAR and EOC.				




Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: All students at Dr. Armando Cuellar Middle School will use Google Classroom, iStation, myOn, Read 180, and Reading Counts by practicing safe and secure technology procedures.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Students will be engaged in blended learning opportunities via Google Classroom.</p>	2, 3, 9, 10	<p>All classroom teachers</p> <p>Administration</p> <p>Librarian</p>	Students will show at least 5% growth in STAAR Reading, Writing, and English I.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Students will be engaged in Common Sense Media lessons to learn safe and secure procedures.</p>	1, 2, 3, 8, 9, 10	<p>All classroom teachers</p> <p>Administration</p> <p>Librarian</p>	Students will show at least 5% growth in STAAR Reading, Writing, and English I.				



✔ = Accomplished
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 ● = Considerable
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 ● = No Progress
 ✘ = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 2: All math teachers will incorporate technology in the math curriculum as deemed fit throughout the year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide regular staff development of teachers (e.g Tech Tuesday) on embedding technology effectively in the curriculum.</p>	1, 2, 3, 4, 5, 10	Teachers Administrators CTC Security Guards Librarian	Engaged students in the classroom.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Meet weekly for department planning among peers to discuss and share technology-rich lessons.</p>	1, 2, 3, 4, 5, 10	Teachers Administrators CTC Security Guards Librarian	All math teachers will effectively use technology in the classroom.				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.


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 Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 1) Dr. Armando Cuellar will direct a large portion of the school budget to the purchase of chromebooks and laptops.	1, 2, 10	Teachers, Administration, CTC, Social Studies Strategist	Blended lessons, Flipped classrooms, student research projects,				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.	1, 2, 4, 5, 10	Teachers, Administration, CTC, Social Studies Strategist	Blended lessons, Flipped classrooms, student research projects,				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue







Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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 Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will complete the requirements to become a Common Sense Media Certified School.	1, 2, 3, 4, 5, 10	All teachers, Librarian, CTC, and Administrators.	Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world.				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Students will receive instruction on digital citizenship.	1, 2, 3, 8, 9, 10	All teachers, Librarian, CTC, and Administrators.	Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 5:

At least 20 staff members at Dr. Armando Cuellar Middle School staff will be CPI certified to ensure student safety should a crisis arise on campus.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 1) Staff will receive training on how to properly address a crisis.	1, 2, 4, 10	All professional staff, support staff.	Reduced crisis incidents , proper and swiftly executed crisis prevention intervention				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 6: 100 % of Dr. Cuellar Middle School Science teachers and students will practice science safety lab procedures; safety internet usage; and overall classroom safety environment.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) At least one teacher per grade level will be CPR/AED/First Aid certified.</p>	1, 2, 4, 10	Administration and all Science Teachers will ensure safety in the science classroom through training and practice.	Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) All Students will be trained using the Common Sense media curriculum to gain knowledge on safety internet usage.</p>	2, 3, 10	Administration, Librarian, CTC and Teachers will ensure training is being done via documentation.	Students will get trained via Common Sense and will practice safe internet usage.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will ensure the classroom environment is a safe and a conducive environment by using effective classroom management skills.</p>	2, 3, 8, 9, 10	Administration will perform walk-throughs and provide positive feedback to teachers.	Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 4 CSF 6</p> <p>4) Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.</p>	<p>2, 8, 9, 10</p>	<p>Administration, Science Teachers and District Science Strategist will monitor that all science classrooms have safety fire blankets & fire extinguishers, all classrooms are equipped with necessary tools & equipment, supplies and running water in each science laboratory.</p>	<p>Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: Increase parent and school collaboration, communication, participation, and attendance by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>1) Report Card pickup by parents for each grading period</p>	1, 2, 6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) Invite parents to eat lunch with their children</p>	2, 6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>3) Publicize volunteer opportunities throughout the year</p>	6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>4) Continue to have Family Night and an open computer lab</p>	6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>5) Continue curbside calendar distribution</p>	6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increased parental involvement, which will result in a strengthened partnership between school and community to increase student success				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>6) Continue using blackboard messaging for parent communication</p>	1, 2, 6, 10	Administration Classroom Teachers Library Staff Social Worker Counselor	Increase parental involvement, which will result in a strengthened partnership between school and community to increase student success				
							







Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 2: Teachers will invite parents to visit their classrooms to volunteer and share valuable information about their children's learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) 100% of the teachers will use Google classroom and invite parents to join their classroom through email invite.</p>	2, 3, 6, 10	Teachers Administrators CTC	<p>Through authentic partnerships with parents, schools gain:</p> <p>-Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Increase modes of social media communication. -Remind 101 -School Facebook -School Twitter -Class Dojo</p>	1, 2, 6, 10	Teachers Administrators CTC Parent Liaison-Social Worker Librarian Counselors	<p>Through authentic partnerships with parents, schools gain:</p> <p>-Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation.</p>				

<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 5 CSF 6</p> <p>3) Parent Survey given at the end of the first semester.</p> <p>Sample Questions: Has your child's teacher invited you to join their Google Classroom? Has your child's teacher asked you to volunteer? Has your child's teacher invited you to visit their classroom?</p>	<p>2, 6, 10</p>	<p>Teachers</p> <p>Administrators</p> <p>CTC</p> <p>Parent Liaison-Social Worker</p> <p>Librarian</p> <p>Counselors</p>	<p>Through authentic partnerships with parents, schools gain:</p> <ul style="list-style-type: none"> -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation 				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 3: Dr. Armando Cuellar Middle School will initiate parental participation in their children's learning by creating a parent center where parents can volunteer as helpers and tutors.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Implement Leader in Me strategies to enhance student-to-teacher, teacher-to-parent, teacher-to-admin, and school to community relationships</p>	2, 3, 6, 10	Administration, Social Worker, Counselors, Teachers Parent log communication can inform parents the opportunity to volunteer on campus.	Parent volunteer involvement will enhance student performance, attendance, and overall academic success.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) Cuellar Middle School will distribute curbside calendars on a monthly basis to keep parents, students, and community informed about Cuellar events.</p>	2, 6, 10	Administration, Social Worker, Counselors, Teachers Parent log communication can inform parents the opportunity to volunteer on campus.	Parent volunteer involvement will enhance student performance, attendance, and overall academic success.				

<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 5 CSF 6 CSF 7</p> <p>3) Encourage parent involvement. (volunteering)</p>	<p>2, 6, 10</p>	<p>Administration, Social Worker, Counselors, Teachers</p> <p>Parent log communication can inform parents the opportunity to volunteer on campus.</p>	<p>Parent volunteer involvement will enhance student performance, attendance, and overall academic success.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 4:

Strengthen and increase our special education parental involvement and community engagement in schools by 10%

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 1) Have at least 1 special ed. representative at monthly parent meeting to communicate with parents.	1, 2, 6, 10	All professional staff.	Increased parental support and greater student success.				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and 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 Source(s) 5:







Summative Evaluation 5:

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 6: 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 Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 3 CSF 5</p> <p>1) Campus reach out not only our school environment but also the broader community of Weslaco.</p>	2, 6, 10	<p>All staff including: Librarian, Band Director, CTC, Athletic Coaches, Teachers, Administrators, Cafeteria Staff, Counselors, Security Guards, Attendance Clerk, Social Worker, Athletic Coordinator, Choir Director, District Fine Arts Director</p>	Increased parental support and greater student success.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 7:

We will maintain or increase the amount of students who qualify for the Regional Science Fair Competition.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Invite parents, community leaders (stakeholders) to attend science fair presentations conducted by 6th ,7th and 8th grade students.</p>	2, 6, 10	Science Teachers, District Science Strategist, Librarian, Administration, CTC	Students will gain an opportunity to practice showcasing their projects for district, regional and state science fair competitions.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Students will gain insight on how to develop scientific methods during science inquiry in the classroom setting throughout the academic school year.</p>	2, 9, 10	Science Teachers, District Science Strategist, Librarian, Administration, CTC	Students will gain an opportunity to practice showcasing their projects for district, regional and state science fair competitions.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: Increase all staff knowledge 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. 100% of staff should be trained for each type of disability mentioned.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Staff will receive trainings from experts in each of the learning disabilities.</p>	4, 10	All teachers All paraprofessionals All security	Increase teacher awareness of disabilities that some students may have and techniques to handle each unique individual student.				

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.







Performance Objective 2:

Increase all staff knowledge of ELL strategies using various online trainings on TEXAS GATEWAY.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) All Staff will receive trainings on different content areas to be used in their classrooms.	2, 4, 10	All teachers Administrators CTC	Increase teacher awareness of ELL strategies to increase student achievement.				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) More specific trainings are available for data assesment, instructional strategies and ELPS .	1, 2, 4, 10	All teachers Administrators CTC	Increase teacher awareness of ELL strategies to increase student achievement.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

Performance Objective 1: By Spring 2018, 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 Source(s) 1: STAAR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide resources and implement services and programs with the aim of upgrading our entire educational program.	1, 2	Administration Department Heads CTC	Students meet grade level or master grade level on STAAR assessments.				
Funding Sources: State Comp Ed (SCE) - \$0.00							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, peer groups, and technology based programs such as iStation, Read 180, myOn, Kurzweil 3000, and Rosetta Stone
1	1	2	To give ample opportunity to extend interaction with peers of varying English proficiency levels
1	2	1	Use of new programs involving critical thinking and problem solving skills for the classroom -TEKS Resource Performance System -Thinking Maps -Brain POP -Online Textbook -ALEKS -Online Instructional videos
1	2	2	Increase the use of blended learning and flipped classroom which allow students to become more accountable for their learning.
1	3	1	Use of Exploros to reinforce or introduce key content.
1	3	2	Students will work 1:1 on chromebooks using E-Docs as reference tools and to create thinking maps.
1	3	3	Disaggregate data through Eduphoria Aware
1	3	4	Use Kahoot, Quizizz & Quizlet to help reinforce key vocabulary and content
1	3	5	Students will use screencasting to listen to presentations at their own pace and use a reference tool.
1	4	1	Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students.
1	4	2	The teachers will utilize innovative and technological programs such as EDUsmart and STEMSCOPES 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.
1	5	1	Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.
1	5	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.
2	1	1	Students will be engaged in blended learning opportunities via Google Classroom.
2	1	2	Students will be engaged in Common Sense Media lessons to learn safe and secure procedures.
2	2	1	Provide regular staff development of teachers (e.g Tech Tuesday) on embedding technology effectively in the curriculum.
2	3	1	Dr. Armando Cuellar will direct a large portion of the school budget to the purchase of chromebooks and laptops.
2	3	2	Teachers will have multiple opportunities to receive staff development in areas specific to blended learning.
2	4	1	Teachers will complete the requirements to become a Common Sense Media Certified School.
2	4	2	Students will receive instruction on digital citizenship.

Goal	Objective	Strategy	Description
2	5	1	Staff will receive training on how to properly address a crisis.
2	6	1	At least one teacher per grade level will be CPR/AED/First Aid certified.
2	6	2	All Students will be trained using the Common Sense media curriculum to gain knowledge on safety internet usage.
2	6	3	Teachers will ensure the classroom environment is a safe and a conducive environment by using effective classroom management skills.
2	6	4	Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards.
3	1	1	Report Card pickup by parents for each grading period
3	1	2	Invite parents to eat lunch with their children
3	1	3	Publicize volunteer opportunities throughout the year
3	1	4	Continue to have Family Night and an open computer lab
3	1	5	Continue curbside calendar distribution
3	1	6	Continue using blackboard messaging for parent communication
3	2	1	100% of the teachers will use Google classroom and invite parents to join their classroom through email invite.
3	2	2	Increase modes of social media communication. -Remind 101 -School Facebook -School Twitter -Class Dojo
3	2	3	Parent Survey given at the end of the first semester. Sample Questions: Has your child's teacher invited you to join their Google Classroom? Has your child's teacher asked you to volunteer? Has your child's teacher invited you to visit their classroom?
3	3	1	Implement Leader in Me strategies to enhance student-to-teacher, teacher-to-parent, teacher-to-admin, and school to community relationships
3	3	2	Cuellar Middle School will distribute curbside calendars on a monthly basis to keep parents, students, and community informed about Cuellar events.
3	3	3	Encourage parent involvement. (volunteering)
3	4	1	Have at least 1 special ed. representative at monthly parent meeting to communicate with parents.
3	6	1	Campus reach out not only our school environment but also the broader community of Weslaco.
3	7	1	Invite parents, community leaders (stakeholders) to attend science fair presentations conducted by 6th ,7th and 8th grade students.
3	7	2	Students will gain insight on how to develop scientific methods during science inquiry in the classroom setting throughout the academic school year.
4	1	1	Staff will receive trainings from experts in each of the learning disabilities.

Goal	Objective	Strategy	Description
4	2	1	All Staff will receive trainings on different content areas to be used in their classrooms.
4	2	2	More specific trainings are available for data assesment, instructional strategies and ELPS .
5	1	1	Provide resources and implement services and programs with the aim of upgrading our entire educational program.

State Compensatory

Budget for Cuellar Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.00.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,900.00
164.11.6119.27.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,108.00
164.32.6119.00.042.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,602.00
164.11.6141.00.042.8.30	6141 Social Security/Medicare	\$738.00
164.11.6141.27.042.8.30	6141 Social Security/Medicare	\$872.00
164.32.6141.00.042.8.30	6141 Social Security/Medicare	\$893.00
164.11.6142.00.042.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.042.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.042.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.042.8.30	6143 Workers' Compensation	\$153.00
164.11.6143.27.042.8.30	6143 Workers' Compensation	\$180.00
164.32.6143.00.042.8.30	6143 Workers' Compensation	\$185.00
164.11.6145.00.042.8.30	6145 Unemployment Compensation	\$46.00
164.11.6145.27.042.8.30	6145 Unemployment Compensation	\$54.00
164.32.6145.00.042.8.30	6145 Unemployment Compensation	\$55.00
164.11.6146.00.042.8.30	6146 Teacher Retirement/TRS Care	\$895.00
164.11.6146.27.042.8.30	6146 Teacher Retirement/TRS Care	\$2,334.00
164.32.6146.00.042.8.30	6146 Teacher Retirement/TRS Care	\$1,745.00
6100 Subtotal:		\$198,097.00
6200 Professional and Contracted Services		

164.13.6219.57.042.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.042.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Cuellar Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Martinez	Special Ed Instructional Aide	Central Middle School	1
Catarina Garcia	Social Worker	Central Middle School	1
Dorothy Serna	Campus Instructional Facilitator	Central Middle School	1
Gilbert Benavides	Library Aide	Central Middle School	1
Ilya Cantu	At Risk Attendance Clerk	Central Middle School	1
Jeremy Miller	Campus Technology Coordinator	Cuellar Middle School	1
Nelda Torres	Social Worker	Cuellar Middle School	1
Rosa Mata	STAAR Teacher	Cuellar Middle School	1
Tomas Cantu	Campus Technology Coordinator	Central Middle School	1

Campus Action Team

Committee Role	Name	Position
Administrator	Olga Estrada	CIF
Administrator	Desi Rodriguez	Principal
Administrator	Gracie Palacios	CIF
Administrator	Jessica Medellin	CIF

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Funding Sources: State Comp Ed (SCE)-\$0.00, Title 1, Part A-\$0.00, State Gifted and Talented (G/T)-\$0.00, State Bilingual/ESL-\$0.00, State Special Education- \$0.00, General Fund- \$0.00		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00