Weslaco Independent School District

Mary Hoge Middle School

2019-2020 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

The Mary Hoge middle school population is composed of:

100% (999) Hispanic,

40% (404) ELL

10% (89)Special Ed

86%(786) Economically Disadvantage

13% Migrant.

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

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

Demographics Strengths

Accountability scaled score of 82/ Rating B

School Progress scaled Score 87 Rating B

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

Distinction Designations in Social Studies

Distinction Designations in Science

Problem Statements Identifying Demographics Needs

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

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

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

Student Academic Achievement

Student Academic Achievement Summary

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

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

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

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

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

Overview of 2018 Accountability System

State Accountability Ratings

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

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

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

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

2018 Accountability MHMS Score

Domain I: Student Achievement: 74

Domain II: School Progress: 85

Domain III: Closing the Gap 75

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

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

All Grade Levels 2017 2018

Reading 63 66

Math 78 79

Writing 70 63

Science 78 78

Social Studies 61 69

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

2018 STAAR ALL DID NOT MEET Grade Level Performance Approaches Meets Masters

STUDENTS

6th Math 45% 55% 15% 0.34%

7th Math 19 81 41 11

8th Math 6 94 68 24

Algebra 0 100 99 85

6th Reading 48 52 19 6

7th Reading 19 81 41 11

7th Writing 37 63 30 7

8th Reading 22 78 20 7

English I 0 100 90 7

8th Science 21 79 52 25

8th Social Studies 31 69 40 22 1

Subject ALL Hispanic White EcoDisc EL** SPED**

ALL 72 72 * 70 68 38

Reading 66 66 * 64 60 *

Mathematics 79 79 * 78 76 54

Writing 63 63 * 61 55 *

Science 78 78 * 77 77 *

Social Studies 69 69 * 67 70 *

** Cur and Monitored

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

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

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

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

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

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

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

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

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

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

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

Student Academic Achievement Strengths

The 2016-2017 TAPR Indicates the following:

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

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

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

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

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

2017-2018 STAAR Performance

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

Student achievement was a MET STANDARD 74 out of 100

School Progress was a MET STANDARD 85 out of 100

Closing the Gap was a MET STANDARD 75 out of 100

Academic Achievements in Science and Social Studies

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

Mary Hoge Middle School students are scheduled into four core area eighty minute blocks and two forty minute elective classes. The core subject areas meet twice a week for department planning staff development and twice a month for a technology staff development. Each teacher also has a conference period that is utilized to work on lessons and assessment design, analyze data, examine instructional strategies to improve student performance. MHMS teachers use a variety of technology-enhanced lessons in the classroom. Our campus is a Bring Your Own Device (BYOD) campus. Students are able to bring and use their own devices for instructional purposes. The technology resources at MHMS include teacher-issued laptops, desktops for classrooms, iPads and chrome books for staff and student use. The technology coordinator for MHMS provides technology support and professional development for staff and students.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Super Writer Wall

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students.
Root Cause 1: Identified students lack foundational reading skills (fluency, vocabulary and comprehension).
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL.
Root Cause 2: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)
Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 1: By Spring of 2020, the number of students who score at the Approaches Grade Level or Above on the Social Studies STAAR will increase from 72% to 75% in Spring 2020

Evaluation Data Source(s) 1: Social Studies STAAR Data
CBAs
Benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Effective Reading Strategies, building academic vocabulary Historical issues such as specific eras/dates/significant figures in World History and US History Geographical, Political, Social and Economical Influences in History	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin	Improved performance for all populations on CBA's benchmark and STAAR/ EOC.				
	Funding Sources: State Comp Ed (SCE) - 5000.00						
Comprehensive Support Strategy 2) Social Studies teachers will attend the social studies conference with the district strategist. TCSS Fall Conference	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin SS strategist	Improve professional learning and instructional strategies				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Data analyses with test preparation materials for STAAR social studies	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin District strategist	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC				
Comprehensive Support Strategy 4) Training in strategies for ELL students will be provided during campus PLC	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin	Improved instructional strategies that lead to improvement in benchmarks, CBAs and STAAR.				
Comprehensive Support Strategy 5) Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, request access to Pearson and Realize, All-In-Learning program.	2.4, 2.5, 2.6, 3.1, 3.2	Social Studies Teachers District Strategist Campus Admin	Improved performance for all populations on CBA's, benchmarks, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 6) Integrate Literacy strategies to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books	2.4, 2.5, 2.6, 3.1, 3.2	Social Studies Teachers District Strategist Campus Admin	Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 7) Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.	2.4, 2.5, 2.6, 3.1, 3.2	Social Studies Teachers Campus Admin District Strategists	Improved performance for all populations on CBA's, Benchmarks, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 8) Teachers will provide interventions as follows: Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills. Social studies STAAR camps for 8th grade Continue to review in SS Reflective Writing Journals and LapBooks Motivate SS learning through the use of 7 Habits and Student Leadership goal binders Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success	2.4, 2.5, 2.6, 3.1, 3.2	Social studies teachers District Social Studies Strategists Campus Admin	Improved performance for all populations on CBA's, Benchmarks, and the STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 9) Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers. Teachers will sustain and improve in the following: *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom	2.4, 2.5, 2.6	Social Studies teachers District Social Studies Strategist Campus Admin	Improved performance for all populations on CBA's Benchmarks, and the STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 10) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.	2.4, 2.5, 2.6, 3.1, 3.2	Social studies teachers Social studies strategist Campus Admin	Improved performance for all populations on CBA's, benchmarks, and on the STAAR.				
	Problem Statements: Demographics 1 **Funding Sources**: State Comp Ed (SCE) - 0.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

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

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 2: By spring of 2020, the number of students who score at the Approaches Grade Level or Above on the Math STAAR will increase from 84% to 90%.
In addition, the percentage of Algebra I students who score at the Masters Level
on the EOC assessment will maintain 100% approaches but will increase in Masters in the sub groups.

Evaluation Data Source(s) 2: 2020 Math STAAR data
CBAs
Benchmark

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin District Math strategists	Increased performance of students on assessments Campus based assessment Curriculum based assessments District Benchmarks STAAR/ EOC				
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 2) Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs: Interactive Pad Imagine Math HMH Personal Math trainer SpringBoard Texas Go Math Google Classrooms Brain Pop Kurzweil Schoology Edpuzzle	2.4, 2.5, 2.6, 3.1, 3.2	Math teachers Campus Admin District Math Strategist	Increase performance of students on assessments Curriculum Based Assessment District Benchmark STAAR/ EOC Campus Based assessment				
	Funding Sources: State Comp Ed (SCE) - 0.00						
3) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics TEKS RS Performance Assessments Math Tasks	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin District Math strategist	Curriculum Based Assessments District Benchmarks STAAR/ EOC				
Comprehensive Support Strategy 4) Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies: Campus PLC Participating Teachers RVGCTM CAMT Region 1 State Assessment Conference	2.4, 2.5, 2.6, 3.1, 3.2	Campus admin District Math strategist	Curriculum Based assessment District Benchmark STAAR/ EOC				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 5) Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin District Math strategist	Increase performance of students on assessments Campus Based assessments Curriculum Based assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00						
6) Integrate literacy strategies to enhance learning and comprehension of Math concepts and vocabulary through the following: Word walls Rigor Questions Reflective writing journal LabNotebook Exit cards Creation of Word problem story books.	2.4, 2.5, 2.6, 3.1, 3.2	Math teachers District Math Strategist Campus Admin	Improved performance for all populations on CBA's, benchmarks, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 7) Teachers will differentiate and create interventions for students at Risk of failing by providing the following: Expanded learning time Quick writes Super Reader time Student Rotation Blended learning Math STAAR camps College tutor teacher small group instruction Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me	2.4, 2.5, 2.6, 3.1, 3.2	Math teachers District Math Strategist Campus Admin	Improved performance for all populations on CBA's, benchmarks, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 8) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.	2.4, 2.5, 2.6, 3.1, 3.2	Math teachers District Math Strategist Campus Admin	Improved performance for all populations on CBA's benchmark, and on the STAAR.				
	Funding Sources: State Comp Ed (SCE) - 5000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

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

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 3: By Spring 2020, the number of students who score at the Approaches Grade Level or Above on the STAAR Reading assessment will increase from 66% to 86%, at the Approaches Grade Level or Above on the STAAR Writing assessment will increase from 66% to 76% in Spring 2019.

Evaluation Data Source(s) 3: 2019 Reading Camp; Writing STAAR Results
CBAs
Benchmarks

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary. Teachers will enhance literacy instructional strategies through the following: Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall Writing Quick writes Super writer wall Education world	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR Strategist	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *Reading and writing connections through out all content *TEKS Resource System *Abydos Three week Institute *Abydos Recertification for trainers	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR Strategist	Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments				
3) Provide staff development, guidance and support in the area of Guided Reading.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR Strategist	Performance and progress on: *Fontas and Pinnell Benchmark Assessment System BOY, MOY, EOY Istation (Indicators of Student Progress) monthly assessments				
4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR Strategist	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
Comprehensive Support Strategy 5) Provide staff development and support on MyOn and Istation.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR strategist	Istation (Indicators of Student Progress) monthly assessments				
Comprehensive Support Strategy 6) Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR strategist	STAAR/ EOC English Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 7) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System. As well as learning and sustaining strategies and techniques for ELAR. Readers/Writers workshop Campus PLC meetings TEKS Resource system ABYDOS Gretchen Bernabei Barry Lane	2.4, 2.5, 2.6, 3.1, 3.2	ELAR teachers Campus Admin ELAR strategist	Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 8) Develop district assessments (CBAs; benchmarks) and monitor progress: *6rd - 8th Reading *6th and 7th Writing *English I and II *Monitor BOY, MOY, and EOY progress on reading assessments:	2.4, 2.5, 2.6, 3.1, 3.2	ELAR teachers Campus Admin ELAR Strategist	Improved performance and progress on reading/ language arts assessments				
*Monitor BOY, MOY, and EOY progress on Reading assessments: *Fountas and Pinnell Benchmark Assessment System *Istation Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).	**Funding Sources**: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Promote efferent ad aesthetic reading. Efferent: ".... focused on obtaining a piece of information.... the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt) Aesthetic: "....readers are engaged in the experience of reading, itself... the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin ELAR strategist	Improved reading results on state and district assessments.				
Comprehensive Support Strategy 10) Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes. Google classroom Scholastic Pathblazers Kurzweil Istation MyON	2.4, 2.5, 2.6, 3.1, 3.2	ELAR Teachers District Math Strategist Campus Admin	Improved performance for all populations and assesments, CBA's, benchmarks and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 11) Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning. Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers	2.4, 2.5, 2.6, 3.1, 3.2	ELA teachers District Math strategist Campus admin	Improved performance for all populations and assessments, CBAs benchmark and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 12) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.	2.4, 2.5, 2.6, 3.1, 3.2	ELAR teachers District ELAR strategist Campus admin	Improved performance for all populations and assessments, CBAs benchmark and STAAR.				
	Problem Statements: Demographics 1, 3 **Funding Sources**: State Comp Ed (SCE) - 5761.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need for improvement for all core area content on STAAR 6-8 for all students including the specific populations of ELL. **Root Cause 1**: Identified students lack foundational reading skills (fluency, vocabulary, and comprehension)
Problem Statement 3: There is a need for improvement for Reading STAAR 6-8 for ALL students including the specific subgroup of SpEd students. **Root Cause 3**: Identified students lack foundational reading skills (fluency, vocabulary and comprehension).

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 4: All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2018-2019 school year, there will be an increase in college readiness by 5%.

Evaluation Data Source(s) 4: Post secondary enrollment and performance, and benchmark

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.	2.4, 2.5, 2.6, 3.1, 3.2	Campus staff District staff Teachers Counselors	Improved motivation that will lead to improved STAAR results. Decrease in referrals.				
2) Provide suicide prevention programs and awareness to all students.	2.4, 2.5, 2.6, 3.1, 3.2	Campus staff District staff Teachers Counselors	Improved motivation that will lead to improved STAAR results.				
3) Implement strong conflict resolution programs that promote positive relationships and student success. 7 Habits Leader in Me lessons GEAR Up Program	2.4, 2.5, 2.6, 3.1, 3.2	Campus staff District staff Teachers Counselors Gear Up Facilitator	Decrease in referrals, increase in college plans, which will lead to an increase in STAAR results.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 4) Implement Higher level of question strategies to all content areas.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin District Admin Teachers	Increase in rigor for instruction and increase in Master performance for students.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 5: By Spring 2019, the number of students who score at the Approaches Grade Level or Above on the Science STAAR assessment will increase from 79% to 88%.

Evaluation Data Source(s) 5: SCIENCE STAAR Performance Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Curriculum: Implement the following instructional resources to ensure students master the Science TEKS: TEKS resource system Stemscopes Edusmart STAAR Coach Pearson Realize	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District Science Strategist Campus admin	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 2) Utilize the following resources to enhance student learning of scientific process skills: Microscopes SEPUP Lab Aids Foss	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District Science Strategist Campus Admin	Improved performance for all populations on CBAs, benchmarks and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 3) Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District science strategists Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Integrate technology to enhance science instruction, and mastery of Science TEKs. Chromebooks Google docs Quizlet Kahoot Gizmos "All In Learning" Online program TEKS Resource STEMSCOPES	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District science strategists Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 5) Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically. Small groups Expanded learning tutoring with Science Mentor Science STAAR camps	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District Science strategist Campus Admin					
	Funding Sources: State Comp Ed (SCE) - 0.00						
6) Continual professional learning will occur for science teachers during campus PLCs, in district and out of district trainings such as the following: CAST RGVSA HESTEC NSTA	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District Science strategist Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 7) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.	2.4, 2.5, 2.6, 3.1, 3.2	Science teachers District Science Strategist Campus Admin	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

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

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 6: By Spring of 2020, the percentage of ELL students who score at the approaches level on STAAR reading will be 80%, STAAR writing will be 75%, STAAR math will be 90%, STAAR science will be 90%, and STAAR social studies will be 90%.

Evaluation Data Source(s) 6: STAAR performance report
CBAs
Benchmark

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) ELAR: Pre-Assess all students using iStation to find all student independent reading level and Tier in order to provide differentiated instruction. Math: Integrate reading, writing and vocabulary enhancement through out the math units. Science: Integrate reading, writing and vocabulary enhancement through out the science units.	2.4, 2.5, 2.6, 3.1, 3.2	Content area teachers District Strategist Campus Admin	Increase independent reading levels, comprehension skills, and build on student academic vocabulary.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 2) Integrate technology to promote blended learning in all content areas for ELL students through various programs to provide differentiated instruction and small group learning. Texas Go Math iStation Imagine Learning HMH Personal Math Trainer Google classroom Brain op Web Quests Path Blazers Kurzweil ESL Reading Smart Scholastic Moodle Stemscope Science Pearson Realize MYON	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin (CIF,and Principal) District Strategists	Increase reading level, comprehension skills, language skills and an increase in academic vocabulary.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 3) ELL student population will receive interventions using the following: ELAR: Evaluate their reading, comprehension and vocabulary level by pre assessing using the istation in order to provide differentiated interventions. Vocabulary build up activities Word walls Super Reader time Writer wall Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Word walls Super Reader time Writer wall Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Science: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin District strategists	Increase academic language, reading level, comprehension skills and academic vocabulary				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	Funding Sources: State Comp Ed (SCE) - 0.00						
Comprehensive Support Strategy 4) Teachers will attend trainings that provide instructional strategies that will differentiate instruction for ELLs. Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the ELL population.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin District Strategists District Admin	Increase language skills, reading levels, academic vocabulary and comprehension skills				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 5) Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. Interventions will be implemented during Extended day and Saturday School.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin District Strategists	Increase in motivation to learn Increase in Language skills Increase in Reading levels.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 7: By Spring 2020, the percentage of Special Education students who score at the Approaches Level on the Reading STAAR assessment will increase from 25% to 30%, Math STAAR from 43% to 47%, Science 21% to 26%, and Social Studies STAAR from 28% to 30%.

Evaluation Data Source(s) 7: STAAR Data

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) ELAR curriculum Teachers will use probing questions to clarify and extend reading vocabulary. Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples. Math: Teachers will use probing question strategies to clarify and extend math vocabulary. Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems. Teachers will increase student listening sills for comprehension to adjust math instruction. Under Math section of curriculum add: Teacher will use task analysis to increase and demonstrate understanding.	2.4, 2.5, 2.6, 3.1, 3.2	Special Education teachers Campus Admin Central office Admin	Increase performance in Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR, Administration				

Science: Teachers will use probing questions to clarify and extend science vocabulary. Teachers will spiral the use of process skills and measuring skills to address individual needs. Social Studies: Teachers will use probing questioning strategies to clarify and extend social studies vocabulary. Teachers will teach critical thinking skills to integrate student reading and writing skils . Teachers will reemphasize geography skills to increase student real world connections in culture and government. -Teacher will use graphic organizers and hands-on activities to increase organizational skills and demonstrate understanding and comprehension. -Teacher will use collaborative learning model to develop vocabulary, comprehension, and knowledge of subject.							
Comprehensive Support Strategy 2) Technology Teachers will integrate the use of technology to increase student knowledge and engage in learning: Google classroom Brain Pop Channel One news Go math Kurzweil Other apps on Ipad and in Chromebooks Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning. IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write CommonLit.com and Plot.com Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.	2.4, 2.5, 2.6, 3.1, 3.2	Special Education teachers Campus Admin District Admin	Improved performance for Special Education populations in teacher assessments, CBAs, district benchmarks, and STAAR assessments, state-mandated				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 3) Interventions: Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students. SPED teachers will collaborate with general education teachers in planning and monitoring student progress. Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance) Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. Teachers will provide interventions during expanded day learning and tutoring.	2.4, 2.5, 2.6, 3.1, 3.2	SPED teachers Campus Admin District Admin	Improved performance for SPED population in teachers assessments, CBAs, District Benchmarks, and STAAR assessments in state-mandated grade level subjects.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Staff Development Teachers will learn new strateties and techniques through staff development opportunities. Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs. Interventions well be implemented during extended day and Saturday School.	2.4, 2.5, 2.6, 3.1, 3.2	SPED teachers Content teachers Campus Admin District Admin	Increase performance for SPED populations in teacher assessments, CBAs, district bencmarks, and STAAR assessments in state-mandated grade level and subjects.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

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

Evaluation Data Source(s) 8: Advanced Academics STAAR Data

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Curriculum: Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment. Implement teaching and learning strategies to meet the needs of a higher level learner. Rigor questioning Interactive Journals Exit cards Spiral activities Strategies from Spring Board Training	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin District Admin	Increased performance on CBAs, District Benchmarks and STAAR				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 9: By Spring 2020, Migrant students will increase performance on STAAR from 66% to 70% on the Reading STAAR performance.

Evaluation Data Source(s) 9: Migrant STAAR Data

Summative Evaluation 9:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant deptartment in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Teachers will provide interventions during expanded day learning and tutoring.	2.4, 2.5, 2.6, 3.1, 3.2						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

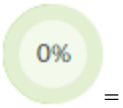
Performance Objective 10: By Spring 2020, the percentage of Students in the Fine Arts Dept will increase participation 80% of total student enrollment.

Evaluation Data Source(s) 10: WISD Fine Arts Census Report

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Curriculum- a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: Language arts, math, science, reading, and social studies. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes; -Write persuasive scripts -Use Language arts terminology -Portray a given character in a given time era as it relates to thier sense. -Select a given style with a given atist and will compare and contrast verbal and written composition -Create a stage diagram to scale using mathematical strategies -Design costumes with the appropriate time periods in mind -Ethical discussions relating to scientific topics in various plays d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building. e) Develop ideas from envision f)Music reading vendors to supplement curriculum, music repertoire, and sight-reading: J.W. Pepper, Penders, and RBC	2.4, 2.5, 2.6, 3.1, 3.2	Fine Arts Teachers Campus Admin					
2) Strategy 2: Technology Integrate technology skills with in lessons, photoshop, adobe spark Web page, scanners, chrome books	2.4, 2.5, 2.6, 3.1, 3.2	Fine Arts teachers Campus Admin	Improve performance and attitutes that impact assessments and STAAR				
3) Staff Development to ensure professionals continue being highly qualified and to continue self-education/improvement on the latest strategies, technoloques, resources, and technology available for the subject areas.	2.4, 2.5, 2.6, 3.1, 3.2	Fine Arts teachers campus Admin					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

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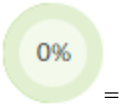
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 11: By Spring of 2020, 100% of students increase interest and competence in reading for literacy.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strateg 1: Curriculum a) Systematically embed information literacy skills and literature appreciation instruction into the library instuctional program. b)Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Reading Library Week. c) Train/ demonstrate to staff the importance of library resources in our district by collecting data and following the library standards. d) Teach students and staff to comply with the current school board policies, legislation and regulations regarding legal issues affecting the library program. e)Maintain records and collaborate with faculty/administration in monitoring copywrite status of print and audiovisual materials in the library collection and throughout the school.	2.4, 2.5, 2.6, 3.1, 3.2	Librarian Campus Admin					

= Accomplished = Continue/Modify 

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

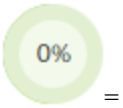
Performance Objective 12: 100% of students will increase interest, knowledge and competancy in a lifelong fitness, and health awareness.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Curriculum A) Physical fitness activities -Fitness gram activities -Walk/jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay for life B) Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C) Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training	2.4, 2.5, 2.6, 3.1, 3.2	PE coaches Campus admin					
2) Staff Development to ensure professionals continue being highly qualified and to continual learn the latest effective strategies.	2.4, 2.5, 2.6, 3.1, 3.2	PE coaches Campus admin					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 13: By Spring 2020, 100% of students will achieve mastery in the Technology Application course.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Technology - a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.	2.4, 2.5, 2.6, 3.1, 3.2	Tech Aplication Teacher campus admin					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) 2) Strategy 2: Interventions - a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating Hashtag Writing Wednesdays c) Teachers will promote the 7 Habits Leader In Me initiative to increase students goal planning, focus, and leadership skills	2.4, 2.5, 2.6, 3.1, 3.2	Tech Application Teacher campus admin					
Comprehensive Support Strategy 3) 3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.	2.4, 2.5, 2.6, 3.1, 3.2	Tech application teacher campus admin					

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

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

Evaluation Data Source(s) 14: RDA Report, District & Regional EOC/ STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary.

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1: Curriculum - a) Teachers will apply the state adopted career and technology textbooks and any other resource as deemed by the school district. b) Teachers will integrate all content areas. c) Different instruction methods and techniques.	2.4, 2.5, 2.6, 3.1, 3.2	Career and Technology teacher					
2) 2) Strategy 2: Technology - a) Google Classroom b) Moodle c) ICEV software d) Micro-type software f) Acellus software	2.4, 2.5, 2.6, 3.1, 3.2	Career and Technology teacher Campus Admin					
3) 6) 4) Strategy 5- Staff Development a) Region One training b) Staff development training c) Conferences	2.4, 2.5, 2.6, 3.1, 3.2	Career and Technology teacher Campus Admin					

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= No Progress = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 15: By 2019, 100% of the students will achieve mastery in the Spanish I course

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Curriculum a)Students will listen to, repeat after, and imitate speech by teacher and other speakers of Spanish. They will hear and emulate native pronounciation and intonation as tey increase their listening comprehension and speak with vocabulary appropriate for Spanish1. b) Students will read textbook, websites, periodicals to gain reading comprehension skills, such as decoding cognates and Latin derivatives. They will discuss by answering oral or written questions. c) Students will learn writing skills including spelling in printed material. They will increas skill in both use of the computer keyboard, including changing keyboard into Spanish, and in writing by hand. Standard writing skills, such as the use of the writing process, will be transferred to Spanish. A journal will be kept as well. d) Students will learn about the culture of spanish-speaking people in Mexico and other Spanish-speaking counties and learn of Spanish speakers in this country. They will learn related history, geography, art, and other aspects of culture as they have affected our students and as they are current events. They will learn famous people from other countries and eras and will also learn how culture, education and language can affect career opportunities.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy 2: Technology - a) Manipulative, perishable and non perishable items, audio and visual aids, consumables workbooks, reading materials (ie: newspapers, magazines, books), springboard materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies	2.4, 2.5, 2.6, 3.1, 3.2	Teacher and Administration					
3) Strategy: Intervention - a) Students will use internet, textbooks, and other sources to increase vocabulary and learn communicative skills in different social contexts. They will keep a personal dictionary to add to their vocabulary every day. They will learn whether a word is standard or regional and will learn synonyms in keeping with Spanish 1	2.4, 2.5, 2.6, 3.1, 3.2	Teacher and Administration					
4) Strategy 4: Staff Development - Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas.	2.4, 2.5, 2.6, 3.1, 3.2	Teacher and Administration					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Strategy 5: Spanish Materials - Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6, 3.1, 3.2	Teacher and Administration					

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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, Engaging, AND Innovative Programs that Develop College, Career, AND Service Ready Leaders

Performance Objective 16: Technology - Impact student success in literacy through the development and implementation of a blended learning program that utilizes data, high quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Source(s) 16:

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students. a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus Admin Campus Cif Central office Tech strategists and Admin	Independent researchers Results will be seen on STAAR online exams. Increase student learning and awareness of proper technology uses. Continue the growth of technology thru professional staff development				
Funding Sources: State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 2) Strategy: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.	2.4, 2.5, 2.6, 3.1, 3.2	Teacher campus admin	Increased knowledge in using technology to enhance instruction for student progress and success.				
Comprehensive Support Strategy 3) Strategy: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus admin	Student learning will improve. Teacher will use new technology to improve performance in classroom.				
4) Technology Resources: a) In an effort to enhance instruction and success of all students, we will need technology items including software, hardware, furniture and incentives.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Campus admin CTC	Student learning will improve. Teacher will use new technology to improve performance in classroom				

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

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

Evaluation Data Source(s) 1: Documentation of all safety strategies executed through out the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.	2.4, 2.5, 2.6, 3.1, 3.2	All professional staff All support staff Administration Security Guards	Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill.				
Comprehensive Support Strategy 2) 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.	2.4, 2.5, 2.6, 3.1, 3.2	All professional staff All support staff Crisis Team Administration Security Guards	Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.				
3) 3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Campus Athletic Coordinator SPED Department Head	Proper and swift response to incidents that may need implementation of CPI or CPR.				

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

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

Evaluation Data Source(s) 2: Disseminated Assignment Duty schedule to all staff, Rapture sign ins, and security guard safety inspection.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.	2.4, 2.5, 2.6, 3.1, 3.2	All teachers All paraprofessionals Administration	Monitor students to ensure their safety and well-being.				
2) 2) Strategy 2: Secure Campus -All visitors to MHMS will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.	2.4, 2.5, 2.6, 3.1, 3.2	Receptionist Attendance Clerk Office Staff Members Administration Security Guards	Monitor all students to ensure their safety and well being.				
Comprehensive Support Strategy 3) 3) Strategy 3: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards All staff members All teachers	Monitor and secure all staff members, students and ensure everyone's safety.				
Comprehensive Support Strategy 4) 4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director	Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 5) 5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards Safety and Security Director	To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School.				

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

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

Evaluation Data Source(s) 1: Annual Parent - Teacher- Student Surveys, Campus Report Card, Parent Evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communication with parents will be: timely, provided through a variety of print, phone calls, emails, parent teacher conferences, school messenger, school facebook and other media. Communication will be in language parents understand. Forms of communication: student/parent agreements STAAR dates Yearly goals Campus expectations Student Handbook	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin Social Worker Counseling Dept	Effective communication between school and parents will increase better attendance, motivation, grades and test scores.				
2) Provide trainings and/or meetings about the following: Orientation on parent engagement Leader in Me Bullying/ Drug Prevention Literacy/ Reading Strategies ESL Meeting College & Career Exploration & Readiness STAAR (Training for Parents) Technology Mental Health Awareness & Suicide Prevention Nutrition: Health Eating Habits	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin Social Worker Counseling Dept	Families who are trained and informed will provide stronger support for the learner, decrease use of drugs, improved academics, better self esteem,.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Engage parents in the school's volunteer program so that they can participate in supporting chool-wide, classroom, and parent engagement activities. Provide training for volunteer and provide certificate of volunteer.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin Social Worker Counseling Dept	When parents are engaged and provided the opportunity to participate in campus learning initiatives; they will be awarded a certificate of hours earned with a campus lunch.				

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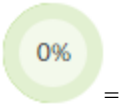
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnership-Exceptional Community Service, Open Communication, AND Positive Collaboration for Student Success.

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

Evaluation Data Source(s) 2: End of the year parent survey, certificate of completion, parent reporting forms

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training for volunteers Track hours for parents who volunteer and rovide certificate of volunteer Create a parent action team Meet once a month	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin Social Worker Counseling Dept					

= Accomplished = Continue/Modify 

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

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

Evaluation Data Source(s) 3: Documentation of all safety strategies executed through out the year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.	2.4, 2.5, 2.6, 3.1, 3.2	All professional staff All support staff Administration Security Guards	Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill				
2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis	2.4, 2.5, 2.6, 3.1, 3.2	All professional staff All support staff Administration Security Guards	Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place.				
3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Campus Athletic Coordinator SPED Department Head	Proper and swift response to incidents that may need implementation of CPI or CPR.				

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

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

Evaluation Data Source(s) 4: Disseminated Assignment Duty Schedule to all staff, Rapture sign-ins, and security guard safety inspection.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy : Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety.	2.4, 2.5, 2.6, 3.1, 3.2	All teachers All paraprofessionals Administration	Monitor students to ensure their safety and well-being				
2) 2.Strategy: Secure Campus -All visitors to MHMS will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students	2.4, 2.5, 2.6, 3.1, 3.2	Receptionist Attendance Clerk Office Staff Members Administration Security Guards	Monitor all students to ensure their safety and well being.				
3) Strategy: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards All staff members All teachers	Monitor and secure all staff members, students and ensure everyone's safety				
4) Strategy : Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards Office Staff ISS staff member Custodian Safety and Security Director	Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Strategy: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Security Guards Safety and Security Director	To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at Central Middle School.				

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= No Progress = Discontinue

Goal 4: Professional Growth/Leadership Development:

Performance Objective 1: By Spring 2020, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

Evaluation Data Source(s) 1: STARR data, surveys, and department, team leaders, and administration recommendations.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will attend staff development training's in the areas as follows: -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State A - Differentiated instruction -Rigor Questioning strategies	2.4, 2.5, 2.6, 3.1, 3.2	District Personnel -Administration -CTC -Staff	Training's will provide opportunities for students to perform at the Meets or Masters Grade Level.				

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= No Progress = Discontinue

Goal 4: Professional Growth/Leadership Development:

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

Evaluation Data Source(s) 2: TTESS Conferencing and Evaluation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive training through Leader In Me Teachers will meet as a Lighthouse team to create action teams and empower each other to improve and monitor student leadership and success.	2.4, 2.5, 2.6, 3.1, 3.2	District Personnel -Administration -CTC -Staff	Trainings will provide opportunities for teacher and student leadership				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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

Performance Objective 1: By Spring 2019, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resources to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

Evaluation Data Source(s) 1: STAAR data, surveys and department, team leaders, and administration recommendations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources and imlementation services and programs with the aim of upgrading our entire educational program.	2.4, 2.5, 2.6, 3.1, 3.2	Administration CTC Department Heads SBDM committee	Students Meets Grade Level or Masters Grade Level on STAAR assessments.				

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= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Effective Reading Strategies, building academic vocabulary Historical issues such as specific eras/dates/significant figures in World History and US History Geographical, Political, Social and Economical Influences in History
1	1	2	Social Studies teachers will attend the social studies conference with the district strategist. TCSS Fall Conference
1	1	4	Training in strategies for ELL students will be provided during campus PLC
1	1	5	Integrate technology into the content curriculum by using a variety of resources such as, but not limited to: Google Classroom, request access to Pearson and Realize, All-In-Learning program.
1	1	6	Integrate Literacy strategies to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books
1	1	7	Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons.
1	1	8	Teachers will provide interventions as follows: Integrate Expanded learning to supplement and reinforce Social studies knowledge and skills. Social studies STAAR camps for 8th grade Continue to review in SS Reflective Writing Journals and LapBooks Motivate SS learning through the use of 7 Habits and Student Leadership goal binders Differentiate lessons for SPED population, ELL, ESL students and at risk students to ensure their success
1	1	9	Teachers will continual to improve their pedagogy every campus PLC and sustain learning provided by the district by collaborating and reflecting with their peers. Teachers will sustain and improve in the following: *technology integration *Literacy integration *Strategies for AP and GT *ESL/ ELL strategies *Inclusion in the classroom
1	1	10	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	2	1	Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.
1	2	2	Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs: Interactive Pad Imagine Math HMH Personal Math trainer SpringBoard Texas Go Math Google Classrooms Brain Pop Kurzweil Schoology Edpuzzle

Goal	Objective	Strategy	Description
1	2	4	Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies: Campus PLC Participating Teachers RVGCTM CAMT Region 1 State Assessment Conference
1	2	5	Monitor student performance including subgroups through the disaggregation of assessment data during district and campus PLCs to identify and plan for areas of need.
1	2	7	Teachers will differentiate and create interventions for students at Risk of failing by providing the following: Expanded learning time Quick writes Super Reader time Student Rotation Blended learning Math STAAR camps College tutor teacher small group instruction Motivate students to reach their goals for improvement by using the 7 Habits of Leader in Me
1	2	8	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	3	1	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary. Teachers will enhance literacy instructional strategies through the following: Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall Writing Quick writes Super writer wall Education world
1	3	5	Provide staff development and support on MyOn and Istation.
1	3	6	Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.
1	3	7	Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System. As well as learning and sustaining strategies and techniques for ELAR. Readers/Writers workshop Campus PLC meetings TEKS Resource system ABYDOS Gretchen Bernabei Barry Lane
1	3	8	Develop district assessments (CBAs; benchmarks) and monitor progress: *6rd - 8th Reading *6th and 7th Writing *English I and II *Monitor BOY, MOY, and EOY progress on reading assessments: *Monitor BOY, MOY, and EOY progress on Reading assessments: *Fountas and Pinnell Benchmark Assessment System *Istation Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).
1	3	10	Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes. Google classroom Scholastic Pathblazers Kurzweil Istation MyON
1	3	11	Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning. Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers

Goal	Objective	Strategy	Description
1	3	12	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	4	4	Implement Higher level of question strategies to all content areas.
1	5	1	Curriculum: Implement the following instructional resources to ensure students master the Science TEKS: TEKS resource system Stemscopes Edusmart STAAR Coach Pearson Realize
1	5	2	Utilize the following resources to enhance student learning of scientific process skills: Microscopes SEPUP Lab Aids Foss
1	5	3	Integrate leadership skills and advanced academic skills through competitions and initiatives such as science fair, robotics etc.
1	5	4	Integrate technology to enhance science instruction, and mastery of Science TEKs. Chromebooks Google docs Quizlet Kahoot Gizmos "All In Learning" Online program TEKS Resource STEMSCOPES
1	5	5	Interventions will be in place for students at risk of failing. These students will receive opportunities to progress and improve academically. Small groups Expanded learning tutoring with Science Mentor Science STAAR camps
1	5	7	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives.
1	6	1	ELAR: Pre-Assess all students using iStation to find all student independent reading level and Tier in order to provide differentiated instruction. Math: Integrate reading, writing and vocabulary enhancement through out the math units. Science: Integrate reading, writing and vocabulary enhancement through out the science units.
1	6	2	Integrate technology to promote blended learning in all content areas for ELL students through various programs to provide differentiated instruction and small group learning. Texas Go Math iStation Imagine Learning HMH Personal Math Trainer Google classroom Brain op Web Quests Path Blazers Kurzweil ESL Reading Smart Scholastic Moodle Stemscope Science Pearson Realize MYON
1	6	3	ELL student population will receive interventions using the following: ELAR: Evaluate their reading, comprehension and vocabulary level by pre assessing using the istation in order to provide differentiated interventions. Vocabulary build up activities Word walls Super Reader time Writer wall Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Word walls Super Reader time Writer wall Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Science: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall STAAR enrichment: Camps Tutoring Expanded Learning time

Goal	Objective	Strategy	Description
1	6	4	Teachers will attend trainings that provide instructional strategies that will differentiate instruction for ELLs. Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the ELL population.
1	6	5	Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. Interventions will be implemented during Extended day and Saturday School.
1	7	1	ELAR curriculum Teachers will use probing questions to clarify and extend reading vocabulary. Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self correct writing samples. Math: Teachers will use probing question strategies to clarify and extend math vocabulary. Teachers will increase readability of words problems for student self monitoring and self correcting for math story problems. Teachers will increase student listening sills for comprehension to adjust math instruction. Under Math section of curriculum add: Teacher will use task analysis to increase and demonstrate understanding. Science: Teachers will use probing questions to clarify and extend science vocabulary. Teachers will spiral the use of process skills and measuring skills to address individual needs. Social Studies: Teachers will use probing questioning strategies to clarify and extend social studies vocabulary. Teachers will teach critical thinking skills to integrate student reading and writing skils . Teachers will reemphasize geography skills to increase student real world connections in culture and government. -Teacher will use graphic organizers and hands-on activities to increase organizational skills and demonstrate understanding and comprehension. -Teacher will use collaborative learning model to develop vocabulary, comprehension, and knowledge of subject.
1	7	2	Technology Teachers will integrate the use of technology to increase student knowledge and engage in learning: Google classroom Brain Pop Channel One news Go math Kurzweil Other apps on Ipad and in Chromebooks Youtube, Readworks, Imagine Math, HyperDocs, Vocabulary.com, Flocabulary.com, Arcademic.com, Google (GSuite), Applied Digital Skills, Discovery Learning. IPAD apps: Dragon, Verbally, Dictionary, Recap, Kidspiration Google apps: G-Suite, Speech to Text, Spell Check, DocHub, Read and Write CommonLit.com and Plot.com Learning Ally, Common Lit.com, ReadWorks.org, Prezi presentatios, and Screencastify.
1	7	3	Interventions: Special education teachers will assist and support general education staff by monitoring appropriate modications/ accommodations in order to meet the needs of individual students. SPED teachers will collaborate with general education teachers in planning and monitoring student progress. Teachers will provide direct assistance to students in general education through inclusion services (co-teaching, small group assistance) Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Self contained Special Education will engage students in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. Teachers will provide interventions during expanded day learning and tutoring.

Goal	Objective	Strategy	Description
1	7	4	Staff Development Teachers will learn new strateties and techniques through staff development opportunities. Teachers will maintain and sustain skills, reflect on instruction and collaborate with peers during campus PLCs. Interventions well be implemented during extended day and Saturday School.
1	8	1	Curriculum: Implement the TEKS Resource System including the alignment of the curriculum, instruction, and the assesment. Implement teaching and learning strategies to meet the needs of a higher level learner. Rigor questioning Interactive Journals Exit cards Spiral activities Strategies from Spring Board Training
1	9	1	Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant deptartment in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Teachers will provide interventions during expanded day learning and tutoring.
1	12	1	Curriculum A) Physical fitness activities -Fitness gram activities -Walk/jog Barbie Field -Circuit training -Weight training -Agility activities -Jump rope activities -Relay for life B) Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C) Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training
1	13	3	3) Strategy 3: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.
1	16	1	Teachers will use technology and tech methods to enhance classroom room instruction and develop higher order thinking skills in students. a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Typing Club, Code.org, Myon, Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills.
1	16	2	Strategy: Staff Development - To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas.
1	16	3	Strategy: Materials - Manipulatives, perishable and non-perishable items, audio and visual aids, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area.
2	1	1	1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill.
2	1	2	2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis.
2	2	3	3) Strategy 3: Secure Campus - Monitor all enterence gates surrounding all access points of entries to MHMS campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety.

Goal	Objective	Strategy	Description
2	2	4	4) Strategy 4: Secure Campus -MHMS staff such as administration, security guards, ISS staff member, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises.
2	2	5	5) Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing Mary Hoge Middle School students, staff members and premises.

RDA Strategies

Goal	Objective	Strategy	Description
1	3	11	Students at risk of failing will receive interventions to improve and succeed through differentiated instruction and small group learning. Quick writes expanded learning Super reader wall Super writer wall STAAR camps co-teaching Rigor questioning Istation and MyON Path Blazers
1	9	1	Interventions: Teachers will assist and support general education staff by monitoring appropriate students through differentiated folders. Teachers will collaborate with migrant deptartment in planning and monitoring student progress. Teachers will integrate the use of manipulatives, consumables, food items, special equipment, furniture, and general supplies to increase student participation. Teachers will integrate the Leader in Me 7 habit process to increase student goal planning, focus, and leadership skills. Teachers will provide interventions during expanded day learning and tutoring.

State Compensatory

Budget for Mary Hoge Middle School:

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

Account Code	Account Title	Budget
164.13.6143.00.041.8.30	6143 Workers' Compensation	$276.00
164.23.6143.00.041.8.30	6143 Workers' Compensation	$70.00
164.32.6143.00.041.8.30	6143 Workers' Compensation	$187.00
164.11.6143.00.041.8.30	6143 Workers' Compensation	$88.00
164.11.6143.27.041.8.30	6143 Workers' Compensation	$206.00
164.12.6143.00.041.8.30	6143 Workers' Compensation	$91.00
164.12.6145.00.041.8.30	6145 Unemployment Compensation	$27.00
164.13.6145.00.041.8.30	6145 Unemployment Compensation	$83.00
164.23.6145.00.041.8.30	6145 Unemployment Compensation	$21.00
164.32.6145.00.041.8.30	6145 Unemployment Compensation	$56.00
164.11.6145.00.041.8.30	6145 Unemployment Compensation	$26.00
164.11.6145.27.041.8.30	6145 Unemployment Compensation	$61.00
164.11.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$658.00
164.11.6146.27.041.8.30	6146 Teacher Retirement/TRS Care	$2,242.00
164.12.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$681.00
164.13.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$4,089.00
164.23.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$525.00
164.32.6146.00.041.8.30	6146 Teacher Retirement/TRS Care	$1,756.00
	6100 Subtotal:	**$374,668.00**
6300 Supplies and Services		
164.11.6399.00.041.8.30	6399 General Supplies	$18,750.00
	6300 Subtotal:	**$18,750.00**

Personnel for Mary Hoge Middle School:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The stakeholders are as follows:

Department Heads

Abel Angulo / Social Studies

Vicki Flores / Math

Melissa Alejandro / Science

Diana Perez / ELA

Chris Castillo / Sped

Community Member

Maria de Rocio Chairez

Parent

Diana Garza

Anna Laura Villanueva

Business

Amy Mahnike

2.2: Regular monitoring and revision

October 14, 2018

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

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

2.4: Opportunities for all children to meet State standards

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

See pages, 4-11.

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee are as follows:

1. Alicia Solis Social Worker / Parent Specialist

2. Pablo Vallejo Principal

3. Diana Garza Parent

4. Maria L. Juarez Parent

5. Azalia Aguilera Parent

6. Brisa L. Rodriguez Parent

7. Luis Rodriguez Parent

8. Sylvia Kromer Parent/ Counselor

9. Cecilia Becerra Parent/ Counselor

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

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

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

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Abel Angulo	Social Studies Teacher
Classroom Teacher	Vicki Flores	Math Teacher
Classroom Teacher	Melissa Alejandro	Science Teacher
Classroom Teacher	Diana Perez	ELA Teacher
Classroom Teacher	Chriselda Castillo	SPED Teacher
Classroom Teacher	Dalia Bugarin	DAC /ELA Teacher
Parent	Diana Garza	Parent
Parent	Ana Laura Villanueva	Parent
Business Representative	Amy Mahnke	Parent

Campus Funding Summary

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8	Extended Day		$5,000.00
1	3	1	Reading Materials and paper materials for writing		$0.00
1	3	7			$0.00
1	3	8			$0.00
1	3	10			$0.00
1	3	11			$0.00
1	3	12	Extended Day Payroll		$5,000.00
1	3	12	Reading Materials		$761.00
1	4	3	GEAR UP lessons, trips, and motivational speakers, teacher trainings and payroll.		$0.00

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
1	5	7	Extended Day		$0.00
1	6	1			$0.00
1	6	3			$0.00
1	16	1	Laptops, printers, carts, document cameras, toner		$0.00
				Sub-Total	$15,761.00
				Budgeted Fund Source Amount	$428,736.00
				+/- Difference	$412,975.00
				Grand Total	$15,761.00