

Socorro Independent School District
Col. John O. Ensor Middle School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Our mission is for our students, faculty, staff, and parents to feel safe, respected, and become active participants in student success, school life, and the 21st century.

Vision

Tomorrow's Leaders Learning Today

Motto

One Voice--One Heart--One Team

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Introduction:

Principal: Naomi Esparza

Assistant Principals:

Joyce Freddie

Earl Sanchez

Darron Saunders

Counselors:

Mary Acevedo

Diana Aguirre

Guadalupe Contreras

Curriculum Coaches:

Liza Aguirre

Rachel Guerra

Campus Name:

Col. John O. Ensor Middle School

History:

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2015-2016 school year with 1074 students in grades 06, 07, and 08. Five years ago, 750 students were served by the campus. We estimate that we will continue to be over 1100 by the end of the 2016-2017 school year.

Col. John O. Ensor Middle School is one of several growing in the Socorro Independent School District and serves families from a wide range of socioeconomic backgrounds. Our total enrollment for 2015-2016 was 1074 students: 30.07% (323) Grade 06; 34.54% (3371) Grade 07; 35.38% (380) Grade 08.

The student population is .2% (2) American Indian/AK Native; .3% (3) Asian; 1.8% (19) Black; 93.2% (1001) Hispanic; .5% (5) Multiracial; .3% Pacific Islander (3); 3.8% (41). The campus is comprised of 51.05% (548) male students and 48.98% (526) female students.

Our sub-populations are as follows: 30.26% (325) At-Risk; 11.27% (121) ELL; 10.61% (114) GT; 1.68% (18) Homeless; .65% (7); 5.77% (62) Section 504; 8.38% (90) Special Education.

The average daily attendance rate for students is 96.8009%.

Col. John O. Ensor Middle School embraces the motto of “One Voice—One Heart—One Team” that was established in 2012-2013. This motto helps us create a school family environment and has allowed us to adhere, with fidelity, to our mission and to build trust, unity, and respect with all faculty, staff, students, parents, and community members.

The staff population at Col. John O. Ensor Middle School is 1.6% African-American, 14.8 % White, 83.6% Hispanic, 36.1% males and 63.9% females.

Teachers by Years of Experience:

Beginning Teachers=4.9%; 1-5 Years Experience=11.5%; 6-10 Years Experience=42.6%; 11-20 Years Experience 27.9%; Over 20 years Experience=13.1%.

The average daily attendance rate for staff is 95%. The faculty continues to professionally grow by attending training in SIOP, Compass Learning, TEKS Resource System, GT, best practices, etc. to enhance and improve student learning. They consistently monitor programs and strategies in an effort to prepare students for the future and work to provide them with the best education possible for current and future success.

Demographics Strengths

Our campus embraces all cultures, races, and ethnicities by keeping true to our motto of One Voice--One Heart--One Team. We adhere to the Olweus Anti-Bullying Program, and we teach students to respect differences through assemblies, programs, and mediations.

Demographics Needs

We will continue to educate students about cultural sensitivities especially when it comes to social media and what they choose to post and comment on.

Student Achievement

Student Achievement Summary

It is with great honor to inform you that Col. John O. Ensor Middle School earned 7 out of 7 Distinction Designations by the Texas Education Agency.

The distinctions are designated only to those schools that have achieved the Met Standard rating. Each year, Texas releases accountability system ratings for all districts based on State assessments.

As part of the accountability measures, campuses earn Distinction Designation where they excelled. There are seven indicators:

- Academic Achievement in Mathematics;
- Academic Achievement in Science;
- Academic Achievement in Social Studies;
- Top 25 Percent: Student Progress;
- Top 25 Percent: Closing Performance Gaps;
- Post-Secondary Readiness.

As stated by Michael Williams, Texas Education Agency's Commissioner of Education, "Any school earning one or more distinctions should be recognized in its community for the outstanding work taking place on that campus."

Col. John O. Ensor Middle School earned 7 out of 7 Distinction Designations:

1. Academic Achievement in ELA/Reading.
2. Academic Achievement in Mathematics.
3. Academic Achievement in Science.
4. Academic Achievement in Social Studies.
5. Top 25 Percent Student Progress.
6. Top 25 Percent Closing Performance Gaps.
7. Post-Secondary Readiness.

Great things are happening at Col. John O. Ensor Middle School!

ENSOR EAGLES - ONE VOICE - ONE HEART - ONE TEAM!

STATE of TEXAS ASSESSMENTS of ACADEMIC READINESS (STAAR):

The State of Texas Assessments of Academic Readiness (STAAR) is a more rigorous standardized testing program that emphasizes “readiness” standards which are the knowledge and skills that are considered most important for success in the grade and subject for which the student is enrolled. The assessments also are set to help get students college and career.

Students take different number of exams based on their grade levels:

6th graders take STAAR Mathematics and STAAR Reading.

7th graders take STAAR Mathematics, STAAR Reading, and STAAR Writing.

8th graders take STAAR Mathematics, STAAR Reading, STAAR Science, and STAAR Social Studies.

*If a student is in Algebra I, he/she must take the STAAR End-of-Course Algebra I exam in addition to the 8th grade STAAR Mathematics assessment.

STAAR Results for the 2015-2016 School Year:

Overall Reading:

Spring 2015: 79.7% met / 16.0 % advanced;

Spring 2016: 80.4% met /22.1% advanced; (+0.7% met / +6.1% advanced)

District Average: 79.0% met / 17.2% advanced; (+1.4% met / +4.9% advanced)

6th Reading:

Spring 2015: 74.5% met / 15.9% advanced;

Spring 2016: 79.0% met / 23.9% advanced; (+4.5% met / +8.1% advanced)

District Average: 72.1% met / 15.5% advanced; (+6.9% met / +8.4% advanced)

7th Reading:

Spring 2015: 76.6% met / 16.4% advanced;

Spring 2016: 71.6% met / 18.2% advanced; (-5.0% met / +1.8% advanced)

District Average: 74.1% met / 17.4% advanced; (-2.5% met / +0.8% advanced)

8th Reading:

Spring 2015: 86.9% met / 15.8% advanced;

Spring 2016: 90.1% met / 24.3% advanced; (3.2% met / 8.4% advanced)

District Average: 90.3% met / 18.4% advanced;(-0.2% met / +5.9% advanced)

Overall Math:

Spring 2015: 79.6% met / 13.0% advanced;

Spring 2016: 86.2% met / 20.6% advanced; (+6.7%met / +7.6% advanced)

District Average: 82.3% met / 14.7% advanced;(+3.9% met / +5.9% advanced)

6th Math:

Spring 2015: 72.0% met / 9.1% advanced;

Spring 2016: 84.1% met / 18.4% advanced; (+12.2% met / +9.4% advanced)

District Average: 79.4% met / 14.2% advanced; (+4.7% met / +4.2% advanced)

7th Math:

Spring 2015: 82.2% met / 16.4% advanced;

Spring 2016: 81.3% met / 17.1% advanced; (-0.9% met / +0.7% advanced)

District Average: 76.3% met / 15.0% advanced; (+5.0% met / +2.1% advanced)

8th Math:

Spring 2015: 84.1% met / 13.6% advanced;

Spring 2016: 92.8% met / 25.9% advanced; (+8.7% met / +12.3% advanced)

District Average: 91.1% met / 16.4 advanced; (+1.7% met / +9.5%)

7th Grade Writing:

Spring 2015: 75.1% met / 7.6% advanced;

Spring 2016: 74.0% met / 14.1% advanced; (-1.1% met / +6.5%)

District Average: 74.3% / 10.1% advanced; (-0.3% met / +4.0% advanced)

8th Grade Science:

Spring 2015: 71.0% met / 10.8% advanced;

Spring 2016: 89.3% met / 29.9% advanced; (+18.3% met / 19.1% advanced)

District Average: 81.4% / 18.5% advanced; (+7.9% met / +11.4%)

8th Grade Social Studies:

Spring 2015: 69.5% met / 6.8% advanced;

Spring 2016: 75.1% met / 16.8% advanced; (+5.6% met / +10.0% advanced)

District Average: 71.7% met / 15.2% advanced; (+3.4% met / 1.6% advanced)

Student Achievement Strengths

For the 2015/2016 school year, based on students who met the performance standard on the STAAR Assessment, we made academic gains in Reading, Math, Science, and Social Studies, compared to our 2014/2015 STAAR results. Our biggest gains were in Social Studies (+5.6%), Math (+6.7%), and Science (+18.3%). We also exceeded the District Average in students who met the standard for the 2015/2016 school year in each of the above mentioned content areas.

For the 2015/2016 school year, we focused on assisting all of our students in making progressive academic gains and showing growth in comparison to previous year STAAR outcomes. A large majority of our students met or exceeded the progress measure for the STAAR Assessment in all content areas. We set rigorous goals to increase the number of students who would attain the advanced performance standard on the STAAR Assessment. Ensor students made gains over the 2014/2015 school year, and exceeded the district average for the 2015/2016 school year in every content area. We are proud to be a district leader based on the percentage of students who scored in the advanced performance range.

Student Achievement Needs

For the 2015/2016 school year, based on students who met the performance standard on the STAAR Assessment, student performance decreased in 7th grade Reading (-5.0%), and in 7th grade Writing (-1.1%), compared to the 2014/2015 school year. Cumulatively, our ESL/LEP and SPED populations have opportunities for growth based on the percentage of these students who met the standards on the STAAR Assessments.

In order to increase student performance in Reading and Writing, and in order for our students to make academic progress in all content areas, we will execute the following strategies:

- Professional Development related to the T-TESS evaluation system will be provided both at the beginning and throughout the school year.
- Lessons will be presented utilizing the Fundamental Five lesson format with fidelity.
- SIOP strategies will be embedded into every lesson, providing students with opportunities to demonstrate effective listening, speaking, reading, and writing skills.
- Critical reading and writing will continuously be incorporated into lessons across the curriculum. These efforts will be evaluated to measure student progress.
- AVID (WICOR) strategies will be routinely incorporated into instructional approaches throughout the school.
- Walk-throughs will be conducted regularly, and lesson performance feedback will be continuously provided to teachers.
- All teachers will be involved in creating a personal professional growth plan, and they will participate in professional developments which will support their individual needs and efforts to improve their craft.
- SCEI coaches will spend significant time in classrooms with a focus on the following: a.) working in small groups with at risk students. b.) supporting teachers in lesson delivery. c.) proving teachers with guidance and professional development.
- SCEI coaches and selected content teachers will mentor new or developing teachers as assigned by the principal.

- All teachers will continue to attend SIOP training and will implement these strategies into instruction in all content areas.
- All co-teachers (general education and special education) will continue to be provided with professional development related to special education best practices and effective co-teaching strategies.
- Co-teacher teams will routinely plan for instruction collaboratively. Both teachers will execute lesson delivery collectively and effectively.
- Common content and grade level teachers will collaboratively discuss instructional approaches, determine appropriate pacing, consider instructional interventions, and create lesson plans during PLCs.
- Data talks will be routinely conducted in order to monitor student progress. Student and teacher performance data will be evaluated in order to set goals and create action plans for future instruction and learning.
- Administration will regularly meet with department chairs, and weekly PLCs will be routinely conducted.
- At risk students will be identified and monitored using Response to Intervention (RTI) procedures and documentation.
- Additional support will be provided to students through a variety of means including the following: in-class interventions, pull-out tutorials, Homework Central, after school tutoring, tutoring for specific content on designated Saturdays (Saturday School), Fall and Spring Intersession, and Summer School.

School Culture and Climate

School Culture and Climate Summary

Our school feels like a family. From the moment you walk in, you can feel the warmth of our campus. We provide excellent customer service, and we go above and beyond to meet the needs of our students and assist all parents, guardians, visitors, and community.

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2015-2016 school year with 1074 students in grades 06, 07, and 08. Five years ago, 750 students were served by the campus. We estimate that we will continue to be over 1100 by the end of the 2016-2017 school year.

Students are provided a rigorous and supportive environment with the expectation to perform above passing standards every day. Students set goals for themselves with assistance from classes such as Exploring Careers, AVID (Advancement Via Individual Determination), and Homeroom which is tailored for intervention or enrichment in order to prepare our students for classes, high school, and post-secondary college and career readiness.

All students are afforded a challenging and solid educational foundation that promotes lifelong learning. Our counselors align with our campus mission statement and goals of our campus improvement plan by providing guidance and direction to each student using the Comprehensive Developmental Guidance and Counseling program based on the National Standards for the American School Counselor Association (ASCA) and the Texas Standards.

Students are provided support through the RTI process, various college awareness activities provided throughout the year, and student recognition for every 9 weeks at the Honor Roll Assembly.

Aside from academics, our students are able to participate in various extracurricular activities that help develop the whole child: football, volleyball, basketball, cross country, soccer, baseball, softball, track, UIL events, student council, Robotics, literary anthology, theater, band, choir, and orchestra.

Through our mentoring program and life lessons, students are also encouraged to be independent, responsible, and develop appropriate relationships with peers, teachers, and the community.

The district bullying prevention program, known as Olweus, is used to promote healthy decision making and bring awareness to various topics affecting students in relation to their age group.

Safety is a number one priority communicated across the campus. All visitors must check in with our receptionist prior to entering building. Our staff is expected to wear their IDs. daily. Administration, counselors, school resource officer, and teachers monitor students during transition to promote a safe environment and assist students with concerns as needed.

School Culture and Climate Strengths

Ensor Middle School has magnetic doors to enter the main hallway. This is beneficial because only magnetic badges allow access to the rest of the campus. The campus installed the “Hall Pass” system for visitor badges.

We have 4 monitors who monitor the halls and perimeter. We also have our Eagle Eyes, similar to Watch Dogs at the elementary level, where parents volunteer to monitor the campus.

Our campus is surrounded by an enclosed fence which limits access to intruders, and we added 5 additional cameras throughout the campus. Our teachers are visible on campus monitoring hot spots and halls before school, during transition, and after school. Teachers keep classroom doors locked at all times.

The OLWEUS program has continued to improve relationships between students.

We will continue to promote positive behavior yet address negative behavior through our motto of One-Voice, One-Heart, One-Team.

School Culture and Climate Needs

Faculty and staff must continue to monitor hallways during transitions and continue to be vigilant at all times. Meeting these needs will improve our safety needs. We saw an increase in incidents regarding social media and cyber bullying. To be proactive, we will change our approach in addressing students by meeting with the students and counselors to address the inappropriate behaviors and have the students figure out what they should have done differently. Not all incidents must have punitive measures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Col. John O. Ensor Middle School has 100% Highly Qualified faculty, staff, and support personnel. Teachers who teach P/AP classes have been certified and trained. Furthermore, all teachers, other than brand new teachers at our campus, have their Gifted and Talented (GT) certification and/or update.

Staff Quality, Recruitment, and Retention Strengths

Teachers want to stay at our campus. Teachers who have left the campus only left due to retirement or promotions. We are proud to say that many teachers from other districts and other campuses within our district want to come to Ensor.

Staff Quality, Recruitment, and Retention Needs

We need more support to get teachers Pre-Advanced Placement Certified and ESL Certified. The district, state, and federal government certifications are not aligned.

All teachers need additional professional development on teaching strategies to assist special populations such as GT, SpEd, At-Risk, and ELLs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers follow the Texas Essentials for Knowledge and Skills (TEKS), student expectations (SEs), the English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS). Teachers are expected to plan lessons in alignment with the TEKS and submit them for verification prior to instruction. Teachers plan lessons using the Texas Resource System (TRS) YAG and create common assessments or use district created exams to assess students at the 3, 6, and 9 week mark. After each assessment, teachers meet with their PLC and disaggregate data to identify strengths and gaps in instruction. Eduphoria is used to assist teachers with data disaggregation by students, SEs, and subgroups. This allows teachers to adjust instruction accordingly.

PROGRAMS:

Fine Arts

Our Fine Arts programs offer students a variety of creative and expressive opportunities to showcase their talents through art, band, choir, piano, orchestra, and theatre arts. Each of these programs highlight the excellence of students as they demonstrate their talents through competitions and performances.

Extra-Curricular Activities

Extra-curricular activities offer student involvement and participation in a wide variety of sports, UIL academics, Student Council, National Junior Honor Society, cheerleading, and flags.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an outstanding program. Selected students are given the tools needed to help them succeed in post-secondary schools. Students are selected based on a set of criteria from AVID. Students selected for the program must take at least one Pre-AP class and/or Algebra I.

ESL

The English Language Arts and Reading department serve students in 6th-7th-8th grade ESL ELAR. The department strives to provide every English Limited Learner (ELL) equal access to the English curriculum and ensure all students succeed. Teachers can actively monitor all ELLs using Compass Learning ELAR and Rosetta Stone. Two Temporary Instructional Aides (TIAs) provide services to assist our ELLs in the ELAR classes. To support our ELLs, we will incorporate SIOP strategies across the curriculum.

Special Education

Our Special Education Department provides services and support to our students with special needs in the most appropriate, least restrictive environment. Based on the needs of each student, the student is either served in PAS, Specialized Support Classes, Co-Teaching Classes, Support Facilitation, and External Support. We also have an Access Unit (Autism Unit) and a Speech Therapist. Many of our special education students are mainstreamed in the general

classes and are actively monitored by our Special Education teachers to ensure growth and success. Our co-teaching classes will adhere to the Stetson Model initiated by the District.

Career and Technology

Students may take Career Portals (6th grade), Exploring Careers (8th grade), and Touch Systems Data Entry (8th grade) to help them explore and prepare for a career and high school education. We offer a STEM class known as Robotics. Students may take this course their 7th and/or 8th grade year to earn one high school local elective credit.

Gifted and Talented

The Gifted and Talented Program has an ongoing nomination and testing process. A differentiated curriculum is provided to all GT students either through a pull-out program or in a core class setting. Our Gifted and Talented students are serviced in Pre-AP classes and assigned to specific Homeroom teacher to help nurture and challenge them to reach their individual potential. These students are also provided the opportunity to excel in extra-curricular programs that support their giftedness in programs such as Team Quest, Destination Imagination, and UIL Academics.

Health

The Ensor health teacher and physical education teachers lead discussions on health topics and other activities that will educate students, parents, faculty, and staff about healthy physical lifestyle habits.

Olweus Bullying Prevention Program

In addition to academic interventions, the campus has continued to implement, with fidelity, the Olweus Bullying Prevention Program that was originally started in 2010-2011. The Olweus Bullying Prevention Program is recognized by the Center for the Study and Prevention of Violence as one of only 11 Blueprint Model Programs and has been more thoroughly evaluated than any other bullying prevention/reduction program.

Police Services

Safety is the utmost importance at Col. John O. Ensor Middle School. We have a full-time School Resource Officer (SRO) on our campus who has been instrumental in establishing rapport with administrators, faculty, staff, students, and parents to ensure safety on our campus and to address any concerns and situations before they escalate. We also have a part-time security officer on the campus. We currently have 12 cameras and a video/surveillance security monitoring system.

Technology

Currently, 100% of our students have access to technology equipment and the district server for data storage, and all classrooms have Interactive White Boards or Interactive Projectors to assist and enhance instruction. Ensor has a functional lab of at least 30 computers for SCEIs and teachers to use for instruction and intervention. The entire campus is VDI. We also have a computer lab in the Library. Teachers schedule computer time to enhance classroom instruction by incorporating technology.

Guidance and Counseling

Our counselors prepare students for the next phase of education in preparation for College Readiness with PSAT. They also guide students in selecting courses and discussing graduation plans. Counselors provide in-class presentations, arrange mediations, and work diligently with administrators to resolve

any issues with students.

Attendance

We are proud to say that our YTD attendance rate for all students is 96.8%. Our students know that they must "Make it Count" and work hard to be in attendance every day.

Curriculum, Instruction, and Assessment Strengths

Aside from weekly planning, our administrators and SCEIs (curriculum coaches), meet ever 3-6-9 weeks to discuss targeted areas of instruction using data driven practices and noting trends throughout the school year. We will continue to use RTI, implement interventions, contact parents, and disaggregate data when meeting in our PLCs.

Curriculum, Instruction, and Assessment Needs

We will continue to monitor and work with our subpopulations with an emphasis on Limited English Language Proficient (LEP) students, Special Education students, and At-Risk students. We will continue to work toward meeting the state standards in all tested content areas. We will continue to disaggregate data, implement best practices, and provided planning and professional development to provide a more rigorous instruction and to promote college and career readiness.

Family and Community Involvement

Family and Community Involvement Summary

Col. John O. Ensor Middle School parent liaison is available to parents and promotes the following activities/workshops at the campus: Family Literacy, Family Frameworks, and other miscellaneous campus/district sponsored parent workshops. Community members and parents are active on our School Improvement Team.

Family and Community Involvement Strengths

The campus provides additional parent opportunities such as Parent-Teacher Conferences, drive-thru breakfast, Active Parenting of Teens Program, Family Literacy, Eagle Eyes Watch Program, and flyers sent home in English and Spanish detailing school activities and news.

Our web page is updated frequently and has pertinent information regarding campus policies, procedures, expectations, dress code, and class information.

Flyers are sent home with information regarding calendar of events, upcoming activities, and general campus information. “All-Calls” are also made to keep parents informed.

Family and Community Involvement Needs

We try our very best to keep our parents informed. Additional, effective communication opportunities should be offered to the parents and community through Parent Nights, Fall and Spring athletic and fine arts events, and special presentations such as workshops teaching parents how to help their child with homework; how to check their child’s grades; how to read STAAR information; how to help their child be more organized. Translation technology is needed for Spanish only speaking parents. Finally, parents must be given more information on the Olweus Bullying Prevention Program, bullying definitions, behaviors, and solutions.

We need more parental involvement.

School Context and Organization

School Context and Organization Summary

At Col. John O. Ensor Middle School the administration, teachers, and staff members work collaboratively with parents, partners in education, and students, to confirm that every student is challenged to grow emotionally, socially, and academically. Together, all team members ensure that our students are provided with an outstanding education within a safe and supportive learning environment. Ongoing communication related to expectations and concerns is provided through a variety of means. We expect for our students to make significant educational gains, each school year, so that every student will be college and career ready. Our highly qualified teachers and staff are provided with on-going professional development to promote learning and to certify that all employees are properly trained and prepared to perform their duties. All students and campus employees are held accountable for high performance expectations. We continuously evaluate our progress by practicing drills, conducting surveys, completing assessments, and analyzing reports and data. Based on these outcomes, feedback is provided to the campus, and when it is necessary, action plans are created and adjustments are made.

School Context and Organization Strengths

Evidence of School Context and Organizational Strengths can be identified through the following data:

- The Olweus Survey indicates that we have less bullying incidents at our campus than the national campus average.
- The Campus Climate Survey illustrates that our teachers and students are happy to be a part of our campus community. They want to be here.
- Our AVID program received a rating of Distinguished.
- STAAR results exemplify the academic progress that our students are making. We are a district leader in students who attained the Advanced Performance target.
- This year our campus was named a Texas Honor Roll School, based on overall student performance.

School Context and Organization Needs

We must continue to provide support for our English Language Learners (ELLs) and our Special Education (SpEd) students. For these students, we must focus on the development of vocabulary, language acquisitions, and effective small group instructional approaches. Our students must be provided with ample opportunities to engage in listening, speaking, reading, and writing. We also must continue to improve in our co-teaching practices, including planning and lesson delivery. Providing effective differentiated instruction to various types of learners is a craft that can benefit all of our students. We will continue to provide our teachers with professional development related to these needs, and we will monitor instructional approaches and learner outcomes by conducting teacher evaluations, analyzing data, and by providing teachers with written and verbal feedback.

Technology

Technology Summary

Career and Technology

Students may take Career Portals (6th grade), Exploring Careers (8th grade), and Touch Systems Data Entry (8th grade) to help them explore and prepare for a career and high school education. We offer a STEM class known as Robotics. Students may take this course their 7th and/or 8th grade year to earn one high school local elective credit.

Technology

Currently, 100% of our students have access to technology equipment and the district server for data storage, and all classrooms have Interactive White Boards or Interactive Projectors to assist and enhance instruction. Ensor has a functional lab of at least 30 computers for SCEIs and teachers to use for instruction and intervention. The entire campus is VDI. We also have a computer lab in the Library. Teachers schedule computer time to enhance classroom instruction by incorporating technology.

Technology Strengths

Teachers frequently integrate technology into instruction through the use of Elmo projectors, Interactive White Boards, and Interactive Projectors. Internet resources, videos, on-line texts, and powerpoint presentations are often utilized for lesson delivery. Students are regularly called upon to utilize these technologies in order to demonstrate their understanding of the content being presented.

Throughout the 2015/2016 school year, our District Instructional Specialist provided a variety professional developments related to the enhancement of instruction through the use of technology. Edmodo, Kahoots, and Plickers were among the resources and strategies that DSC technology coordinators taught our teachers to utilize during instruction with students.

Read 180, I-Station, Compass Learning, and other similar software are routinely used to determine student performance levels, strengthen academic skills, and measure progress. These technology tools are also utilized for interventions and documentation for at risk students.

Prior to the STAAR Testing dates, our SCEI coaches use computers and software to conduct tutorials and test practice sessions for those students will be testing on-line.

Eduphoria, Tyler Pulse, and Lead Forward are some of the programs that are utilized to disaggregate data and evaluate academic campus, teacher, and student performance. Using the data from these resources, data is routinely analyzed by core teachers during PLCs. This data is also utilized to document the academic progress of our at risk students.

Teachers of all content areas schedule times to utilize the computer lab in the library. During these times, students produce work by using technology to

conduct research, write papers, and build power points.

Communication through technology is enhanced through updated District, Campus, and Teacher Web Pages. Administrators, teachers, staff members, and parents can communicate via e-mails and telephone conversations. All-calls are sent out to parents to convey important messages to parents throughout the school year. Parents are encouraged to utilize the Parent Portal in order to monitor the academic progress of their children throughout each grading period.

Technology Needs

When we are not consistently utilizing technology, the processes tend to get forgotten. In order to promote the use of technology for instructional purposes, we will need to continue to provide our educators with training related to this topic,

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Col. John O. Ensor Middle School will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: School ID, Emergency Operations Plan, Hall Pass, All visitors sign in / Sign-in sheets, record of drills conducted. Olweus lesson plans, walk-through documentation, and student products. Faculty on duty in the hallways and outside during transitions, at lunch, before school, and after school.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide all faculty and staff training on our Emergency Operations Plan during the first week of professional development and periodically throughout the school year.	1, 2, 4, 10	Campus EOP Manager; Administration	Sign-in sheets; presentations held by administrators; Agendas; Record of drills conducted			
Funding Sources: 199 - General - \$1,000.00						
2) Conduct the following drills: fire drills (monthly), lockdown, shelter in place, reverse evacuation, and severe weather	1, 2, 3, 4, 10	EOP Manager; Administration; Faculty; Staff; SRO; School Nurse; DSC personnel	Record of documentation submitted to district			
3) Conduct the Olweus Anti-Bullying Program every Wednesday through Homeroom. Teachers will follow the Olweus curriculum. Counselors and School Resource Officer will conduct classroom presentations to reinforce the program.	1, 2, 3, 4, 10	Olweus Facilitator; Administration; Counselors; Faculty; SRO	Classroom walkthroughs by administration; Calendar of presentations held by Counselors and School Resource Officer; Record of Counselor mediation sessions related to bullying incidents and referrals to administration			
4) Provide all campus teachers continued training on the Olweus Anti-Bullying Intervention Program.	1, 2, 10	Olweus Facilitator; Administration	Sign-in sheets; Agendas; Olweus Anti-Bullying Prevention Program; Olweus Anti-Bullying Prevention Committee minutes; Lesson plans; Walkthroughs; Olweus Survey			
5) Promote a safe and drug free environment through presentations and trainings such as Connecting with Kids and Olweus Anti-Bullying Prevention Program.	1, 2, 3, 4, 10	Administration; Faculty; Counselors; SRO	Record of presentations related to the promotion of a drug free school; Record of counselor, SRO, and teacher mediation sessions related to bullying incidents and referrals to administration			
6) Promote and recruit parents to participate in our Eagle Eye program. These parents assist and support the campus by monitoring students during class transitions, during lunches, and during STAAR testing.	1, 2, 10	Administration; Parent Liaison	Agendas and sign in sheets for parent meetings; Front office records of parent attendance; Reduction in discipline issues and student referrals			


7) Administration, counselors, SRO, and campus security, and teachers will be out in the hallways, monitoring students during transitions. Administrators, SRO, campus security, and campus security will be in the cafeteria and outside monitoring students during lunches.	1, 2, 4, 10	Administration; Counselors; Faculty; SRO; Campus security	Reduction in discipline issues and student referrals			
8) Administrators, campus monitors, and teachers will follow morning and afternoon duty schedules in order to assist in monitoring students before and after school.	1, 2	Administration; Campus monitors; Teachers	Reduction in discipline issues and student referrals			
9) Conduct routine perimeter checks. Ensure that only faculty with badges and visitors with visible identification stickers are on campus (No Intruders On Campus!). Ensure that exterior doors, other than front entrance and gym entrance doors, remain closed and locked throughout the school day. Ensure that no students are out of class without a hall pass.	1, 2, 4, 10	Administration; SRO; Campus security; Entire faculty	Faculty badges, Visitor identification stickers; Hall passes; No Intruders!; Reduction of discipline issues and student referrals			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016/2017 school year, we will maintain our effectiveness in lowering the number of bullying-related incidents reported at Col. John O. Ensor Middle School by 1%.

Evaluation Data Source(s) 2: Counselor and Administrator documentation, discipline reports, and the Olweus Survey will be utilized to compare outcomes, measure progress, then plan for and make necessary adjustments.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide all campus teachers continued training on the Olweus Anti-Bullying Intervention Program.	1, 2, 4, 10	Olweus Facilitator; Administration	Sign-in sheets; agendas; Olweus Anti-Bullying Prevention Program; Olweus Anti-Bullying Prevention Committee minutes; Lesson plans; Walkthroughs; Olweus Survey	✓	✓	✓
2) Conduct the Olweus Anti-Bullying Program every Wednesday through morning Homeroom. Teachers will follow the Olweus curriculum. Supplemental lessons will be added by administration to address campus issues.	1, 2, 3, 8, 10	Administration; Faculty	Classroom walkthroughs by administration during Olweus period; Olweus lesson plans; Calendar of presentations held by counselors and school resource officer	✓	✓	✓
3) Promote a safe and drug free environment through presentations and trainings such as Connecting with Kids and Olweus Anti-Bullying Prevention Program.	1, 2, 4, 10	Administration; Faculty; Staff; SRO; School Nurse; DSC Personnel	Record of counselor, SRO, and teacher mediation sessions related to bullying incidents and referrals to administration; Calendar of presentations held by counselors and school resource officer	✓	✓	✓
4) Promote and recruit parents to participate in our Eagle Eye program. These parents assist and support the campus by monitoring students during class transitions, during lunches, and during STAAR testing	1, 2, 4, 6, 10	Administration; Parent Liaison	Agendas and sign in sheets for parent meetings; Front office records of parent attendance; Reduction in discipline issues and student referrals	✓	✓	✓
5) Administration, counselors, SRO, and campus security, and teachers will be out in the hallways, monitoring students during transitions. Administrators, SRO, campus security, and campus security will be in the cafeteria and outside monitoring students during lunches.	1, 2	Administration; Counselors; Faculty; SRO; Campus security	Reduction in discipline issues and student referrals	✓	✓	✓
6) Administrators, campus monitors, and teachers will follow morning and afternoon duty schedules in order to assist in monitoring students before and after school.	1, 2	Administration; Campus monitors; Teachers	Reduction in discipline issues and student referrals	✓	✓	✓
						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, Col. John O. Ensor Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 3: The campus will provide EOP training, routine drills, meet all fire code and district expectations, and document / report outcomes to the district regularly, and meet all fire code and district expectations.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide all faculty and staff training on our Emergency Operations Plan during the first week of professional development and periodically throughout the school year.	1, 2, 4, 10	EOP Manager; Administration;	Sign-in sheets; Presentations held by administrators; Agendas; Record of drills conducted	✓	✓	✓
2) Conduct monthly fire drills.	1, 2, 3, 10	Administration; Faculty; Staff; SRO; School Nurse; DSC personnel	Record of documentation submitted to district	✓	✓	✓
3) Conduct the following drills: lockdown, shelter in place, reverse evacuation, and severe weather.	1, 2, 3, 10	Administration; Faculty; Staff; SRO; School Nurse; DSC personnel	Record of documentation submitted to district	✓	✓	✓
Funding Sources: 199 - General - \$100.00						
4) Conduct routine perimeter checks. Ensure that only faculty with badges and visitors with visible identification stickers are on campus (No Intruders On Campus!). Ensure that exterior doors, other than front entrance and gym entrance doors, remain closed and locked throughout the school day. Ensure that no students are out of class without a hall pass.	1, 2	Administration; SRO; Campus security; Entire faculty	Faculty badges, Visitor identification stickers; Hall passes; No Intruders!; Reduction of discipline issues and student referrals	✓	✓	✓
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: By the end of May 2017, Col. John O. Ensor Middle School will increase advanced performance by 5% in the core content areas in student state assessment scores.




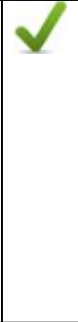







Evaluation Data Source(s) 1: Common Assessment Data, Benchmark Data, and STAAR Results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Create Master Schedule that fosters College and Career Readiness	1, 2, 9, 10	Administration; Faculty; Counselors; PEIMS Clerk	Number of students enrolled in P/AP classes, high school credit courses, and the AVID elective; STAAR / EOC results; AVID binders; High school credits earned	✓	✓	✓
2) Provide a rigorous college preparedness curriculum to students in all core content areas by: following the Fundamental Five instructional model; utilizing AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies school wide, including innovative inquiry based instruction which incorporates effective research based strategies such as SIOP and Kagan; integrating technology into instructional practices; and incorporating the use supplemental materials such as Compass Learning and Scholastic Magazines.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; Counselor; SCEI coaches	Master schedule; Lesson plans; Student projects; School wide walk-throughs, T-TESS evaluations; Department meeting notes, AVID binders; AVID meeting sign-in sheets; AVID meeting agendas and minutes; Common assessment data; Benchmark data; STAAR results	✓	✓	✓
Funding Sources: 199 - General - \$6,000.00						
3) We will renew our AVID license so that our students will continue to use the AVID products such as books for the AVID school library and AVID WICOR strategies that promote school wide college readiness.	1, 2, 3, 4, 5, 8, 9, 10	Administration; AVID Site TEAM; AVID Coordinator; DSC	Number of students in AVID; AVID Site Team member list; AVID meetings sign-in sheets; AVID meeting agendas and minutes; AVID binders, AVID Campus Audits from District and AVID Institute; STAAR results	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$4,000.00						
4) Provide professional development opportunities for veteran and new AVID sight team members at the AVID Institute in Dallas, Texas. The sight team will, in turn, provide professional development to the faculty in order to promote the AVID elective classes and the use of WICOR strategies school wide.	1, 2, 3, 4, 5, 8, 9, 10	Administration, AVID Coordinator, Campus sight team members, Faculty, District personnel	AVID boost certifications; WICOR professional development agendas; Sign in sheets; Lesson plans; School wide walk-throughs; T-TESS evaluations; AVID binders; AVID campus certifications; Common Assessment, benchmark, and STAAR / EOC results.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$20,000.00						

<p>5) Provide professional development opportunities to faculty on effective, research based strategies including: Fundamental Five; WICOR strategies; SIOP best practices; Differentiated Instruction; Co-Teaching that Works; T-TESS evaluation; Integration of Technology into instruction; and Specific content area instructional approaches. Teachers will incorporate what they have learned into classroom instruction which will promote college and career readiness by enhancing student learning outcomes.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Administration; District Personnel, SCEI Coaches; AVID sight team, Region 19; Department Chairs; Teachers</p>	<p>Professional development agendas; Sign in sheets; Lesson plans; School wide walk-throughs; T-TESS evaluations; Student work samples; AVID binders; AVID campus certifications; Common Assessment, benchmark, and STAAR / EOC results.</p>			
<p>Funding Sources: 199 - General - \$2,500.00</p>						
<p>6) Purchase general supplies and supplemental instructional materials such as books for Latinos in Literacy, ink cartridges, TI-Nspire batteries, microscopes, CD players, headphones for READ 180, headphones for STAAR Online Testing and TELPAS testing, Dyslexia, and STAAR Online testing. Purchase laptops for SCEIs, Administrators, and Special Education teachers to complete district required reports on mandated programs. Purchase paper to copy district required assessments and answer documents. Purchase SPED instructional programs to include license fees to meet the needs of our SPED students. Purchase dictionaries for student accessibility.</p>	<p>1, 2, 5, 9, 10</p>	<p>Administrators; SCEIs</p>	<p>Supply inventory; Lesson plans; Parent meetings; Common assessment data; Benchmark data; Agendas for parent meetings; STAAR results; Parents recognized by DSC for Latinos in Literacy</p>			
<p>Funding Sources: 199 - General - \$3,500.00, 199 - General Fund : Special Education - \$3,000.00, 199 - General: Gifted and Talented - \$2,000.00, 199 - General Fund: Bilingual - \$3,500.00, 211 - Title I, Part A - \$1,000.00</p>						
<p>7) Utilize Homeroom and Homework Central to ensure all students are provided with instructional opportunities to master the TEKS through the SCEIs, faculty, and GT teachers.</p>	<p>1, 2, 3, 5, 8, 9</p>	<p>Administration; Faculty; GT Teachers; Department Chairs; SCEIs</p>	<p>Weekly attendance rosters for Homework Central; Classroom observations of Homeroom classes; Documentation of interventions for students by SCEI coaches; A decrease in At-Risk numbers and a decrease in student failures; Progress reports; report cards. List of placed or retained students; STAAR results</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1,500.00</p>						
<p>8) Provide 7th and 8th grade students with PSAT preparation through SureScore.</p>	<p>1, 2, 3, 6, 9, 10</p>	<p>Administration; Counselors; Faculty</p>	<p>Number of students enrolled to take PSAT. Sign-in sheets and registration. Number of students attending tutoring sessions to prepare PSAT. Data results from PSAT.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$2,000.00</p>						
<p>9) Provide GT students in grades 6th, 7th, and 8th the opportunity to attend and compete in Team Quest, and to attend educational field trips. Provide GT students an opportunity to participate in Destination Imagination. Provide GT students an opportunity to work on Performance Standard Projects afterschool. Purchase laptops.</p>	<p>1, 2, 3, 10</p>	<p>Administration; GT Coordinator; DI Facilitator</p>	<p>Number of students participating in GT showcase; After school practices; Team Quest; Destination Imagination Teams; Number of completed projects; GT Showcase</p>			
<p>Funding Sources: 199 - General: Gifted and Talented - \$9,000.00, 199 - General - \$1,500.00</p>						
<p>10) Purchase new computers; ELMOs, software licenses, cameras, scanners, printers, and In-Focus projectors/bulbs. Intervention program licenses such as Total Motivation and STEM Scopes.</p>	<p>1, 5, 9, 10</p>	<p>Administration; GT Coordinator; Dept. Chair; SCEI coaches; Bilingual/ESL Teachers</p>	<p>Administrative walkthroughs. Number of students and teachers using technology equipment.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$5,000.00, 199 - General Fund: Bilingual - \$500.00</p>						

11) 1) Utilize Compass Learning software program for ELAR and Math in grades 6th, 7th, and 8th as a means to improve reading, writing, and math as well as using System 44, Lexia SOS, Path Plazer for struggling readers, and Study Island.	1, 2, 8, 9, 10	Administration; Faculty; SCEI coaches	Identified students utilizing program; Number of students who showed growth from pretests to post-tests; Number of students demonstrating improvement in reading, writing, and math on campus, district, and state assessments.			
	Funding Sources: 211 - Title I, Part A - \$5,000.00					
12) Provide P/AP courses in math, ELAR, science, and social studies in 6th, 7th, and 8th.	1, 2, 3, 4, 5, 10	Administration; Faculty; PEIMS Clerk; Counselors	Number of students enrolled in P/AP classes; PSAT results; STAAR results; STAAR EOC results			
13) Utilize Lexia SOS and System 44 for Read 180 and Dyslexia, Path Blazer for Reading, Compass Learning and Study Island for ELAR and Math, and Total Motivation for interventions to improve Reading, Math, and Science.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEI Coaches	Identify students utilizing program; Number of students who showed growth from pretest to post tests; Number of students demonstrating monthly growth from assessment data; Number of student demonstrating improvement in reading, writing, and math on campus, district, and state assessments.			
14) Provide after school, Intersession, Saturday School, and Summer School tutorials and enrichment classes for students in Math, ELAR, Science, and Social Studies. Utilize Homework Central to assist students in understanding concepts	1, 2, 3, 5, 8, 9, 10	Administration; Faculty; Dept. Chairs; SCEI Coaches	Lesson plans; student data; class rosters; attendance records; 3-6-9 week progress reports; Report cards; Common assessment data; Benchmark data; 9-week failure reports; Semester failure reports; Attendance sheets; Spring STAAR results			
	Funding Sources: 211 - Title I, Part A - \$32,000.00, 199 - General Fund: Bilingual - \$12,600.00, 199 - General Fund : Special Education - \$8,800.00					
15) Provide accelerated language instruction for English Language Learners; intervention for At-Risk students; and specialized scaffolded tutorials for Special Education students after school, during Saturday School, and during Intersession.	1, 2, 3, 9, 10	Administration; Faculty; SCEI coaches	Master schedule; class rosters; tutoring sign-in sheets; 3-6-9 week progress reports; report cards; parent-contact log; attendance sheets; Beginning of the Year (BOY); Middle of the Year (MOY); End of the Year (EOY) common assessments, benchmark, and STAAR results			
16) Provide direct accelerated instruction (interventions) to At-Risk students throughout the instructional day particularly in reading, writing, and math. Teachers will document accelerated instruction/interventions for assigned students in Eduphoria every three weeks to meet state and federal guidelines.	1, 2, 3, 9, 10	Administration; At-Risk Aides; Faculty; SCEI Coaches	Master schedule; At-Risk Management System (ARMS); Weekly rosters log; 3-6-9 week progress reports; Report cards; ARMS; Benchmark data; STAAR results			
17) Comply with 8th grade Math and Reading requirements for students in danger of not meeting the State standards by providing tutoring services. Students in SSI must attend summer school to take the 3rd STAAR administration. Students in the 8th grade who did not achieve academic success must also attend summer school. GPC will place/promote/retain students.	1, 2, 3, 8, 9, 10	Administration; 8th grade Math and Reading Teachers; SCEI Coaches	Lesson plans; Documentation of walkthroughs; Common assessments; 9-week assessments; district benchmarks; Tutoring sign-in sheets; Monitoring records for At-Risk students; STAAR results; Summer School rosters; Attendance sheets			
	Funding Sources: 211 - Title I, Part A - \$16,000.00					
18) Provide a State Compensatory Educational Instructional Curriculum Coach (SCEI) to facilitate Math, Science, ELAR, and Social Studies. SCEIs will work with all teachers across the curriculum in staff development, GT, At-Risk, ELL, Special Education, and best practices. At-Risk and Librarian aides will work with At-Risk students.	1, 2, 4, 5, 9, 10	Administration; SCEI Coaches; At-Risk Aides; Librarian Aide	Sign-in sheets; Weekly activity logs; Technology lab; Calendar; Presentation documentation; Lesson plans; STAAR results			
	Funding Sources: 199 - General Fund: SCE - \$150,000.00					


19) Teachers not P/AP certified will be given the opportunity to attend Training at UTEP if funding permits.	1, 2, 3, 4, 5, 10	Administrators, GT Coordinator	P/AP Certification			
Funding Sources: 199 - General: Gifted and Talented - \$2,000.00						
20) Administrators, SCEI coaches, and teachers will conduct ongoing data analyses of student performance using reports from Eduphoria, Tyler Pulse, Lead Forward, district provided comparison reports, and the Texas Academic Performance Report (TAPR). This data will be routinely analyzed and discussed collaboratively in order monitor the progress of specific populations of students. We will identify strengths in instruction and gaps in learning. We will utilize this information to guide us in setting goals, sharing best practices, and designing new instructional approaches.	1, 2, 3, 4, 5, 8, 9, 10	Administration; SCEI coaches; Teachers	Data talks documentation; Lesson plans; 3 and 6 weeks progress reports; 9 weeks report cards; Common assessments; 9-week assessments; District benchmarks; STAAR results; Tutoring sign-in sheets; Monitoring of At-Risk students; STAAR results; Summer School rosters; attendance sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: For the 2016-2017 school year, Col. John O. Ensor Middle will improve its student state assessment scores in Reading by 3% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 2: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in ELAR through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 9, 10	Administration; Faculty; SCEI coaches; Department Chair	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; Weekly student referrals to Homework Central; Intersession and Summer School sign-in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in the areas of Reading, Writing, SIOP, Kagan, Fundamental Five, Co-teaching; Proficiency Level Descriptors.	1, 2, 3, 4, 5, 9, 10	Administration; SCEIs; Teachers; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2016-2017 school year, Col. John O. Ensor Middle School will improve its student state assessment scores in Mathematics by 3% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 3: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Math through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 9, 10	Administration; Faculty; SCEI coaches; Department Chair	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; weekly student referrals to Homework Central; Intersession and Summer School sign-in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in the areas of Math, SIOP, Kagan, Fundamental Five, Co-Teaching; Proficiency Level Descriptors.	1, 2, 3, 4, 5, 9, 10	Administration; SCEIs; teachers; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Data reports: Eduphoria, Tyler Pulse, Lead forward, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
3) Provide TI-Nspire calculators for all students as required by TEA for STAAR testing. Purchase additional batteries and adapters for calculators that are required to be used on STAAR.	1, 2, 10	Administration; teachers; SCEIs	Scores as related to use of calculators for various assessments such as common assessments, benchmarks, comprehensive exams, and district benchmarks; STAAR results	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$20,000.00		
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2016-2017 school year, Col. John O. Ensor Middle will improve its student end of year state assessment scores in Science by 4% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 4: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Science through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 9, 10	Administration; Faculty; SCEI coaches; Department Chair	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; Weekly student referrals to Homework Central; Intersession and Summer School sign-in sheets	✓	✓	
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in the areas of Science, SIOP, Kagan, Fundamental Five, Co-Teaching; Proficiency Level Descriptors	1, 2, 3, 4, 5, 9, 10	Administration; SCEIs; teachers; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; data reports: Eduphoria, Tyler Pulse, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2016-2017 school year, Col. John O. Ensor Middle School will improve its end of year state assessment scores in Social Studies by 5%.

Evaluation Data Source(s) 5: Common Assessment data, Benchmark data, and STAAR results will be used to monitor progress. All students will make academic gains which will result in improved overall performance, as well as the number of students who achieve Level III Advanced Performance in comparison to the same student performance the prior year.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutoring in Social Studies through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 9, 10	Administration; Faculty; SCEI Coaches; Department Chair	3 and 6 week progress reports; 9 week report cards; Common assessment, benchmark, and STAAR results; Sign-in sheets for tutoring; Weekly student referrals to Homework Central; Intersession and Summer School sign-in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Provide teachers with professional development in the areas of Social Studies, SIOP, Kagan, Fundamental Five, Co-Teaching; Proficiency Level Descriptors	1, 2, 3, 4, 5, 9, 10	Administration; SCEIs; Teachers; DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common assessment, Benchmark, and STAAR results; data reports: Eduphoria, Tyler Pulse, District provided comparative data, Texas Academic Performance Report [TAPR])	✓	✓	✓
						










Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and are career ready.

Performance Objective 1: For the 2016-2017 school year, 85% of our teachers will achieve or exceed a Proficient Performance Level.

Evaluation Data Source(s) 1: All teachers will be introduced to the new Texas - Teacher Evaluation and Support System. Administrators will support teachers by assisting them in setting goals, by monitoring progress through walk-throughs and informal observations, and by providing teachers with feedback as it relates to student learning and teacher growth. Teacher progress will be measured based on their abilities to attain student achievement and professional development goals, and by their Formal Observation Rating.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) prior to providing instruction to students. Teachers will continue to receive training related to the T-TESS throughout the year.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers, DSC	Teacher Self Assessment: T-Tess Goal Setting and Professional Development; T-Tess Pre-conference; T-Tess Evaluations; T-TESS End of year conference	✓	✓	✓
2) Within 6 weeks of the first day of school, teachers must: Identify the data and processes used to access their students' academic and developmental needs; Identify the data and processes used to access their own professional growth areas. Work with teachers on their T-TESS Goals.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC	All teachers will complete and provide their appraiser with Part I: Data Analysis and Goal Setting on the T-TESS Goal Setting and Professional Development Template within six weeks of the first day of school.	✓	✓	✓
3) Each Administrator will conduct a minimum of 5 walkthroughs per week, providing documented feedback to teachers within 48 hours.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC	Number of walk-throughs conducted; Evaluation ratings(Improvement Needed, Developing, Proficient, Accomplished, Distinguished) in each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Response to ratings, feedback, and evidence provided in evaluation data and in conferences, as measured by future walk-throughs	✓	✓	✓
4) Prior to announced observations, the appraiser will conduct "pre-conference" meetings with teachers to ask pertinent background questions about the lesson and the students in the class in order to provide context for the upcoming observations. The overall purpose of the pre-conference is for the appraiser and the teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference provides quality time for the evaluator and teacher to meet prior to the lesson	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities)	🟡	✓	✓

5) All teachers will be evaluated by their appraiser using the T-TESS. Appraisers will complete Formal Observations by mid January.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Set and/or refine student performance goals and teacher professional development goals			
6) Appraisers will conduct "post conference" meetings with teachers who have completed Formal T-TESS observations. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lesson with guidance and support from the administrators who conducted the observation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC	The Four Key Elements of the Instructional Post-Conference will be conducted, including the review of the teachers overall Review Rating; Student academic performance on informal and formal assessments; Common assessments, benchmarks, and STAAR results; Evidence of professional goal attainment			
7) Prior to the End-of-Year Conference, teachers who were appraised must identify the evidence of goal attainment/progress for 2 goals, including the impact on students achievement. They must identify the professional development participation connections for these goals. They must describe how they used these goals and the professional developments to impact instruction and students.	1, 2, 3, 4, 5, 10	Administration; Teachers; DSC	Prior to the End-of Year Conference, teachers must complete and provide their appraiser with Part II: Goal Reflections on the T-TESS Goal Setting and Professional Development Template			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and are career ready.

Performance Objective 2: For the 2016-2017 school year, Col. John O. Ensor Middle will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Teachers will be provided with the support that is necessary in order to promote student and personal growth. Teachers will be involved in the decision making process as it relates to student, teacher, and community progress. Teachers will be involved in selecting their own professional growth plans. Teachers will work collaboratively in teams and PLCs. Our teachers are the most critical component of an effective campus wide learning community. Our teachers will be treated with dignity and respect and they will choose to stay and grow at Col. John O. Ensor Middle School. Our success will be measured by teacher retention rates, teacher transfer requests, and the Campus Climate Survey. Teacher growth will be measured by following the T-TESS process and by evaluating STAAR results.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide highly qualified teachers in all academic subjects.	1, 2, 3, 5, 10	Administration; HR at District	Master schedule; students enrolled in classes; Enrollment dictates number of teachers needed	✓	✓	✓
2) We will utilize a consistent, well planned, and organized interview process to ensure that we are hiring the right personnel for specific positions. Interviewees will have a limited amount of time to answer a variety of questions related to the job. The interview committee will use a forced ranking process. As a committee, we will collectively determine and recommend the most qualified candidate.	1, 2, 3, 5	Administrators; Department Chairs; SCEI Coaches; Teachers; Faculty	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Student outcomes	✓	✓	✓
3) Based on strengths and professional development goals, Faculty members will be strategically placed into collaborative teams which will address specific needs of the campus community. All team members will be responsible for participating in determining needs, creating goals, and executing plans to solve problems and promote progress. All teachers will be involved in the decision making process that will lead to the academic achievement of students.	1, 2, 3, 5, 10	Administration, Counselors, Teachers, Faculty	Reports and data related to team responsibilities; Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates.	✓	✓	✓

4) We will provide all teachers with the support that is necessary for them to be successful in their craft. Teachers will be provided with training and professional development opportunities that are needed to promote the social, emotional, and academic needs of our students. Teachers will also select professional development that promotes personal growth and continuous learning. Teachers will be provided with the necessary resources, equipment, and technology to teach efficiently and effectively. Administration will work collaboratively with all teachers to provide guidance, coaching, and mentoring.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Teachers; DSC; Region 19; SCEIs	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences	✓	✓	✓
5) The Administration will assist teachers with student discipline concerns that may interfere with the teachers' ability to teach and/or the students' ability to learn.	1, 5, 10	Administration; Teachers; SCEIs	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences; Documentation of incidents; Referrals; E-mails and phone call documentation of parent contacts	✓	✓	✓
6) All teachers will have opportunities to work collaboratively in Professional Learning Communities. Members will evaluate performance data, compare results, share instructional ideas, teach and learn best practices, plan instruction, and write lesson plans	1, 2, 3, 4, 5, 8, 9	Administration; Teachers	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Lesson plans; PLC sign in sheets; Meeting agendas; Data Talk documentation	✓	✓	✓
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and are career ready.

Performance Objective 3: By increasing professional development opportunities for teachers during the 2016-2017 school year, student performance will increase overall by 3% in core content areas based on STAAR outcomes.

Evaluation Data Source(s) 3: Evidence of successful professional development will be measured by evaluating our teachers' abilities to attain student achievement and professional development goals, and by their Formal Observation Rating.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Educators will have the opportunity to participate in multiple professional developments throughout the school year. Training will be provided at the campus, district, and Region 19 ESC. Teachers will be expected to incorporate strategies and concepts learned into instructional practices that impact student performance.	1, 2, 3, 4, 5, 10	Administration; Faculty; SCEI Coaches; DSC	Sign-in sheets; Certifications; Lesson Plans; Walk-throughs; T-Tess Observations; STAAR results	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$5,000.00					
2) We will provide Ensor employees the opportunity to attend the AVID Summer Institute to receive professional development on the AVID Philosophy and instructional strategies. New campus educators will continue to be invited to attend the AVID Institute. Selected new members will be teachers who volunteer. Participants in the Summer training will be the campus AVID Site Team for the new school year. Site Team members will return to Ensor prepared to provide professional development to the campus teachers. They will provide AVID school wide training in WICOR, Cornell Notes, Socratic Seminar and other strategies during staff development. Together we will encourage participation in the AVID Elective classes, incorporate WICOR strategies into instruction, and promote AVID School Wide.	1, 2, 3, 4, 5, 9, 10	Administration; AVID Site TEAM; AVID Coordinator; Faculty; DSC	Number of students in AVID; AVID Site Team member list; AVID meetings sign-in sheets; AVID Site Team Meeting Agendas; AVID minutes; Campus professional development sign in sheets and agendas; Lesson plans; Walk-through data; T-Tess Observations; AVID Binders; STAAR results	✓	✓	✓
3) Professional development opportunities will be provided to teachers related to the incorporation of technological support and teaching approaches. Examples of software programs to be utilized include Compass Learning; Lexia SOS, Read 180, System 44, Eduphoria, and Lead4ard.	1, 2, 3, 4, 5, 8, 9, 10	Administration; SCEI coaches; Faculty; DSC	Number of teachers registered for professional development; Evidence of technology supported instruction will be observed and documented in walk-throughs and T-TESS observations; Lesson plans and department/grade-level planning; Student projects, STAAR results	✓	✓	✓












4) We will provide training on participation criteria, accommodation, and time lines for STAAR, ARDs, and GT for all teachers.	1, 2, 3, 4, 5, 8, 9, 10	Administration; SCEI coaches; Faculty; Counselors; Diagnostician	Department and faculty meetings (agendas); Sign-in sheets; IEPs; ARD documentation; GT projects; Meeting agendas; Walk-throughs; STAAR monitoring documentation forms; Common assessment, benchmark, and STAAR results			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and are career ready.

Performance Objective 4: By the end of the 2016-2017 school year, 100% of Col. John O. Ensor teachers and students be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 4: Trainings will be provided at the district and campus level, and attendance sheets will be monitored to ensure 100% participation of teachers and students.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Training will be provided to faculty and staff regarding House Bill 5 graduation and attendance requirements.	1, 2, 4, 10	Administration; Counselors; DSC	Sign-in sheets; Power point presentations; Professional development agendas			
2) Our counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Report Card Nights.	1, 2, 6, 10	Administration; Counselors	Sign-in sheets; Power point presentations; Professional development agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Col. John O. Ensor Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 2% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: A variety of strategies will be utilized to increase parent and community involvement in collaborative campus activities. Parental involvement directly correlates with the social, emotional, and academic progress of our students. By increasing parent and community participation in our school, we will decrease the number of discipline issues and we will increase STAAR scores.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide parents informational training on a variety of academic focused topics including STAAR assessments, literacy in the home, how to help their child with homework, and House-Bill 5.	1, 2, 6, 9, 10	Administration; Counselors; Faculty; Parent Liaison; DSC; SCEIs	Sign-in sheets; Agendas; Copies of presentations; Meeting feedback forms; Student failure rates per 9 weeks; Student failure rates per semester; STAAR results			
				Funding Sources: 211 - Title I, Part A - \$100.00		
2) Support the needs of students and parents by providing presentations, classes, parent-teacher-student conferences and trainings. We will provide refreshments, technology support, and classroom materials to support and promote parental involvement. Parent Liaison may attend conferences and/or trainings out-of-town to bring back information to assist parents with involvement in the school.	1, 2, 6, 9, 10	Administration; Counselors; Faculty; Parent Liaison	Sign-in sheets; Agendas; Copies of presentations; Meeting feedback forms; Calendar of events			
				Funding Sources: 211 - Title I, Part A - \$1,150.00		
3) Provide communication to parents regarding ongoing campus and district activities through any of the following means: web-based calendar, monthly calendar of events; call-out system, meetings, conference, "drive-thru breakfast event", and flyers sent home with students.	1, 2, 6, 9, 10	Administration; Librarian; Parent Liaison; Faculty; Counselors	Flyers; Calendar of events; Sign-in sheets; Campus web page			
				Funding Sources: 211 - Title I, Part A - \$300.00		
4) Increase parent awareness and accountability of STAAR through the following: parent meetings conducted by the Parent Liaison, campus informational flyers, failure meetings with teachers, meetings with parents of at-risk students and/or LEP students.	1, 2, 6, 9, 10	Administration; Parent Liaison; Faculty; Counselors; At-Risk Aide	Lesson plans and development of daily schedules with classroom teachers; 3rd and 6th week progress reports; 9 week report cards; Common assessment data; STAAR results			
				Funding Sources: 211 - Title I, Part A - \$300.00		


5) Increase parent engagement by having the students and their parents attend district sponsored Mother/Daughter Conference or Father/Son Conference.	1, 2, 6, 9, 10	Administration, Counselors, Parent Liaison, District Personnel	Sign-in sheets, Agendas; Improved student scores for participants; Evaluations; Participation counts			
6) Parents will be encouraged to routinely monitor the academic progress of their children by regularly accessing the Parent Portal data system and TEAM SISD App.	1, 2, 4, 6, 9, 10	Administration, Counselors, Front office staff, Teachers	Number of parents who sign up for parent portal; Student grades; Increased parent participation in parent/teacher meetings and conferences; Common assessment, benchmark, and STAAR results			
7) Parents will be invited to attend assemblies such as: the Olweus Kick-off, the Talent Show, pep-rallies, student performances, sporting events, and awards assemblies.	1, 2, 6	Administration: Counselors; Parent Liaison; Faculty	Parent attendance records			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: By the end of the 2016-2017 school year, Col. John O. Ensor will increase, by 1% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 2: Collaborative experiences between educators, teachers, and partners in education provide students with experiences and real life learning connections that inspire students to become prepared for higher education. Increased participation with partners in education will positively impact student behavior and the academic performance of students in the classroom; resulting in decreased student discipline referrals and increased STAAR performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Collaborate with area businesses, colleges, and UTEP to support student education.	1, 2, 6, 9, 10	Administration; Parent Liaison; Counselors; AVID Sight Team; Student Counsel Facilitator; PAS Teacher	Number of partners in education; Number of educational presentations provided by partners in education; Number of field trips that promote interest in higher education; Number of donations which support the educational needs of students	✓	✓	✓
						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: For the 2016-2017 school year, Col. John O. Ensor Middle School will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: All campus community members deserve to be treated with dignity and respect. Providing customer service is critical to the promotion of a positive, collaborative, and cohesive campus community. A positive learning environment provides support, encouragement, and motivation among contributing members which leads to continuous learning and success. The Campus Climate Survey will be conducted, evaluated, and compared to the previous year's survey in order to measure moral among our community members.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue customer service training provided by campus and/or district.	1, 2, 4, 10	Administration; Campus Clerks; DSC	Climate Survey			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: By the end of the 2016-2017 school year, 100% of Col. John O. Ensor parents will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 4: Trainings will be provided at the district and campus level, and attendance sheets will be monitored to ensure 100% participation of teachers and students.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Training will be provided to faculty and staff regarding House Bill 5 graduation and attendance requirements.	1, 2, 4, 10	Administration; Counselors; DSC	Sign-in sheets; Power point presentations; Professional development agendas			
2) Our counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Report Card Nights.	1, 2, 6, 10	Administration; Counselors	Sign-in sheets; Power point presentations; Professional development agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, students in each subgroup will increase scores by a minimum of 5%, compared to the previous years performance of the same students.

Evaluation Data Source(s) 1: Throughout the year we will monitor the progress and academic achievement of students by evaluating common assessment and benchmark results using data systems such as Eduphoria, Lead Forward, and Tyler Pulse. Summative progress will be evaluated using STAAR data and the TAPR report.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will provide accelerated and differentiated instruction for LEP, SPED, and other struggling students during classes throughout the school day. Additional support will be offered after school, during Saturday School, during Fall and Spring Intersession, and during Summer School. Accelerated Instruction Plans will be created, by accountable teachers, for student who are in danger of not passing to the next grade level.	1, 2, 3, 8, 9, 10	Administration; Faculty; SCEI coaches; TIA; At-Risk Aide(s)	Student rosters; Lesson plans; Sign-in sheets; 3 and 6 week progress reports; Report cards; Informal and Formal assessments; IEP goals, Common assessment, Benchmark, and STAAR results.	✓	✓	✓
	Funding Sources: 199 - General Fund: Bilingual - \$1,500.00, 199 - General Fund : Special Education - \$1,500.00					
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: For the 2016-2017 school year, the attendance rate for all students at Col. John O. Ensor Middle School will be at 97% or higher.

Evaluation Data Source(s) 2: Attendance reports will be created and reviewed regularly in order to monitor and react to attendance concerns.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to make daily phone calls to parents students not in attendance.	1, 2, 6, 9, 10	Attendance Clerk; Administrators; Counselors	Daily attendance rate will be equal to or above 97%	✓	✓	✓
2) Continue with district campaign of Make it Count and give away a prize every 9 weeks to a student with perfect attendance for the grading period.	1, 2	Attendance Clerk; Administrators; Counselors; Students; Parents	Daily attendance rate to equal or be above 97%	✓	✓	✓
Funding Sources: 199 - General - \$200.00						
3) Continue to have monthly attendance committee meetings to document students with attendance concerns and to create and execute action for improving attendance.	1, 2, 8, 9, 10	Attendance Clerk; Administrators; Counselors; Students; Parents	Daily attendance report; 9 weeks attendance reports; Warning letters; Attendance court	✓	✓	✓
4) Ensure that no students are in the hallways without a hall pass. Teachers will take attendance at the beginning of every period.	1	Entire faculty	Attendance records	✓	✓	✓
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, 100% of Col. John O. Ensor Middle School students, encompassing all special populations and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 3: Master Schedule, ARDs, 504s, GT, ESL, LPAC

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure 100% of Special Education students are properly identified and appropriately served and monitored by special education teachers.	1, 2, 3, 8, 9, 10	Administration; Special Education Teachers; Diagnosticians	Schedules, ARDs, 3-6-9 weeks benchmarks.	✓	✓	✓
	Funding Sources: 224 - IDEA A, SPED - \$0.00					
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: For the 2016-2017 school year, to meet State Systems Safeguards, we will increase student achievement by 11% in the area of 6th-8th Reading for all ELL (current and monitored).

Evaluation Data Source(s) 4: Common assessments, benchmark results, STAAR data, LPAC, TELPAS

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Identify appropriate language accommodations to provide to ELL students through LPAC meetings. Provide tutoring in 6th-8th Reading through pull-out programs, peer tutoring, homeroom interventions, afterschool tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 8, 9, 10	LPAC committee; ESL Teachers; Core Teachers; SCEIs, TIA	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments	✓	✓	✓
				Funding Sources: 199 - General Fund: Bilingual - \$0.00		
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: For the 2016-2017 school year, to meet State System Safeguards, we will increase student achievement by 16% in the area of 7th grade Writing for all ELL (current and monitored).

Evaluation Data Source(s) 5: Common assessments, benchmark results, STAAR data, LPAC, TELPAS

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Identify appropriate language accommodations to provide to ELL students through LPAC meetings. Provide tutoring in 6th-8th Reading through pull-out programs, peer tutoring, homeroom interventions, afterschool tutoring, Saturday School, Intersession, and Summer School.	1, 2, 3, 8, 9, 10	LPAC committee; ESL Teachers; Core Teachers; SCEIs, TIA	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments	✓	✓	
				Funding Sources: 199 - General Fund: Bilingual - \$0.00		
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: For the 2016-2017 school year, to meet State System Safeguards, we will increase student achievement by 13% in the area of 7th grade Writing for all Special Education students.

Evaluation Data Source(s) 6: Common assessments, benchmark results, STAAR data, ARDs

Summative Evaluation 6:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Identify appropriate language accommodations to provide to SpEd students through ARDs. Provide tutoring in 6th-8th Reading through pull-out programs, peer tutoring, homeroom interventions, afterschool tutoring, Saturday School, Intersession, and Summer School.		SpEd teachers; Core Teachers; SpEd Aides	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments	✓	✓	✓
	Funding Sources: 199 - General Fund : Special Education - \$0.00					
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: For the 2016-2017 school year, to meet State System Safeguards, we will increase student achievement by 11% in the area of 8th grade Social Studies for all Special Education students.

Evaluation Data Source(s) 7: Common assessments, benchmark results, STAAR data, ARDs

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Identify appropriate language accommodations to provide to SpEd students through ARDs. Provide tutoring in 6th-8th Reading through pull-out programs, peer tutoring, homeroom interventions, afterschool tutoring, Saturday School, Intersession, and Summer School.		SpEd teachers; Core Teachers; SpEd Aides	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments	✓	✓	✓
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 8: During the 2016-2017 school year, Col. John O. Ensor will provide teachers with professional development training in technology in order to meet system safeguard indicators at 60%.

Evaluation Data Source(s) 8: STAAR data

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Core teachers will be encouraged to enhance student learning through the use of technology. Teachers will be trained and provided with supplemental materials such as STAAR Master, Path Blazer, Compass Learning, and Blended Learning.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; SCEIs; District Personnel	Benchmarks; STAAR 2017			
2) Provide supplemental library books for accelerated instruction for at-risk students at different reading levels.	1, 2, 8, 9, 10	Administration; Librarian; Librarian Aide; Faculty	Benchmarks; STAAR 2017			
3) Provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NSPIRE calculators to enhance student learning.	1, 2, 5, 10	Administration; SCEIs; Faculty; Librarian	Benchmarks; STAAR 2017			
4) Provide TEKS Resource System (formerly known as CScope) as the primary curriculum. Supplement with other programs such as STAAR Master, Lead4ard, and Total Motivation.	1, 2, 3, 10	Administration; Faculty; SCEIs	Benchmarks; STAAR 2017			
5) Implement a research-based and data-driven staff development model using Compass Learning in math and ELAR; Path Blazer; Read 180; System 44 to enhance student learning.	1, 2, 3, 4, 5, 8, 9, 10	Administration; Faculty; DSC; SCEIs	Benchmarks; STAAR 2017			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for Col. John O. Ensor Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.046.30.39.000.6118	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,695.00
	6100 Subtotal:	\$8,695.00

Personnel for Col. John O. Ensor Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Rodriguez	CSR	SCE	1
Esther Fonseca	At-Risk Aide	SCE	1
Liza Aguirre	SCEI	SCE	1
Rachel Guerra	SCEI	SCE	1
Sandra Licon	At-Risk Aide	SCE	.5

Title I

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Not Applicable

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

Including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mari Alcantar	Parent Liaison	Title I	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Naomi Esparza	Principal
Administrator	Joyce Freddie	Asst. Principal--Olweus
Administrator	Darron Saunders	Asst. Principal--SIT Alternate
Business Representative	Blanca Topete	Business Representative
Classroom Teacher	Jesus Diaz	Fine Arts
Classroom Teacher	Jorge Estrellas	Social Studies
Classroom Teacher	Monica Gallegos	Science
Classroom Teacher	Kyna Heinz	Special Education
Classroom Teacher	Judith Hernandez	Physical Education
Classroom Teacher	Mayra Ledesma	AVID Teacher
Classroom Teacher	Adrian Marquez	Social Studies
Classroom Teacher	Rhonda Odell	LPAC Representative
Classroom Teacher	Jessica Pasillas	ELAR
Classroom Teacher	Daniel Ramirez	EPAC Alternate
Classroom Teacher	Daniel Vasquez	Math
Community Representative	Linda Miner	Community Member
Curriculum Coach	Liza Aguirre	SCEI
Curriculum Coach	Rachel Guerra	SCEI
District-level Professional	Tammi Mackeben	DSC Representative
Non-classroom Professional	Mary Acevedo	Counselor--SIT Alternate
Non-classroom Professional	Diana Aguirre	Counselor
Non-classroom Professional	Maria Alcantar	Parent Liaison
Non-classroom Professional	Guadalupe Contreras	Counselor--SIT Alternate
Non-classroom Professional	Belinda Estrada	Campus Secretary
Non-classroom Professional	Earl Sanchez	Assistant Principal--Co-Chair

Parent	Rafael Chavez	Parent
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Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,000.00
1	3	3	Safety Drill Supplies		\$100.00
2	1	2			\$6,000.00
2	1	5			\$2,500.00
2	1	6			\$3,500.00
2	1	9	Destination Imagination		\$1,500.00
5	2	2			\$200.00
Sub-Total					\$14,800.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	18			\$150,000.00
Sub-Total					\$150,000.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$3,000.00
2	1	14			\$8,800.00
5	1	1			\$1,500.00
5	6	1			\$0.00
Sub-Total					\$13,300.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$4,000.00
2	1	4			\$20,000.00
2	1	6			\$1,000.00

2	1	7	tutorial payment		\$1,500.00
2	1	8			\$2,000.00
2	1	10			\$5,000.00
2	1	11			\$5,000.00
2	1	14			\$32,000.00
2	1	17			\$16,000.00
2	2	1			\$1,500.00
2	3	1			\$1,500.00
2	3	3			\$20,000.00
2	4	1			\$1,500.00
2	5	1			\$1,500.00
3	3	1			\$5,000.00
4	1	1			\$100.00
4	1	2			\$1,150.00
4	1	3			\$300.00
Sub-Total					\$119,050.00

224 - IDEA A, SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1			\$0.00
Sub-Total					\$0.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$3,500.00
2	1	10			\$500.00
2	1	14			\$12,600.00
5	1	1			\$1,500.00
5	4	1			\$0.00
5	5	1			\$0.00

					Sub-Total	\$18,100.00
199 - General: Gifted and Talented						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	6			\$2,000.00	
2	1	9	Gifted and Talented		\$9,000.00	
2	1	19			\$2,000.00	
					Sub-Total	\$13,000.00
					Grand Total	\$328,250.00