

Socorro Independent School District
SPC. Rafael Hernando, III Middle School
2016-2017 Campus Improvement Plan



Mission Statement

Cavaliers unite to set standards above excellence in the areas of academics, fine arts, technology, athletics and character development. As a campus and community, we share one goal, one focus...Excellence and Beyond.

Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Specialist Rafael Hernando, III Middle School is one of 48 campuses in Socorro Independent School District. Spec. Rafael Hernando, III Middle School opened its doors in 2009 and serves predominantly middle class families. Hernando Middle serves 884 students in grades 6th to 8th. The student population is 4.6% African American, 4.9% Anglo, 1.6% Asian, 87.6% Hispanic, 0.5% Multiracial, 0.6% Pacific Islander, 50.9% male and 49.10% female with a low socioeconomic status of 67.24%.

The staff population is 3% African American, 7% Anglo, 0% Asian, 90% Hispanic, 28% male and 72% female with an average of 12.4 years of experience and 7 average years within the district. Faculty and staff education experience is as follows: 73% carry a bachelor's degree, 27% carry master's degrees. The student to teacher ratio is 17:1.

The overall mobility rate for the campus is approximately 22.62% which is a 5% increase from last year, with a dropout rate of 0%. There was only 1 student retained this school year which is attributed to our intervention support systems in place to include our retention prevention committee. The average daily attendance rate for students is 96.7%. The average daily attendance rate for staff is 96.02%. There is a total of 490 discipline referrals this year. Hernando Middle serves 98 English Language Learner students, 52 students in the Gifted and Talented program, 65 students identified for 504 services, 58 number students served through Special Education services.

Our School-wide Title I program consists of various programs including intervention classes during intercession, after school and Saturday school. Tutoring is offered after school, during intersession and on selected Saturday's in the areas of Math, Reading (all grades), Writing (7th grade) and Science and Social Studies (8th grade). Funding was also utilized to purchase technology used daily at our campus such Interactive Boards, Hover Cams, and adapters for Surface tablets. Our Title I Aide services students through small group intervention classes with an emphasis on our ESL population. Our State Compensatory Program (SCE), consists of two academic coaches training teachers in best practices and data analysis as well as servicing at risk students for remediation and extended day intervention. Hernando also has an At-Risk Instructional Aide which provides at risk students one on one assistance and intervention during class time. Our Parent Liaison hosts parenting classes on nutrition, assisting children at home with academics, bullying prevention, school involvement, college readiness and family literacy. In addition, Hernando also has a library aide which services at risk students in the classroom as well for half of the day. The School Improvement Team (SIT) and faculty looked at last year's program evaluations, and the following data: STAAR, attendance (students and staff), Compass Learning, Read 180, Prediction Data. Committees were formed to look for areas of weaknesses and strengths. The data showed: A need to continue to focus on Mathematics in grades 6-8 with an emphasis on 7th grade Math and our Special Education and ELL population, Reading and vocabulary development with ELL students.

Demographics Strengths

With the increase in mobility, our campus utilizes AYPN, a military funded grant, to transition and support new military affiliated students to our Cav Community. There are after school activities specifically tailored to meet the interests and needs of our participating students. An interest survey is conducted at the beginning of the year to identify the activities to customize for optimum participation.

Here at Hernando our goal is to eliminate academic barriers for success. As a result, only one student was retained. Throughout the year there are numerous interventions and support systems strategically designed to assist in achieving specific learning targets. Parent communication has been vital to our success. Case in point, our campus averaged 250 students who actively participated in intersession camps and 150 students attended Saturday Power Camps.

Demographics Needs

Our campus needs to continue promoting faithful attendance of at least 97%. There will be meetings scheduled to inform parents about loss of credit and the 90% rule. The promotion of information will also help streamline vertical articulation and consistency as students transition into high school.

On the mantra of eliminating barriers to success, we will continue to provide interventions and enrichment for our ELL and SPED populations to ensure they have access to additional supports to improve academic and social growth. Tutoring will be provided Monday-Thursday, Saturdays, and intersessions. Students will also receive academic support throughout the school day as needed and consistently monitored. Teachers will continue honing their craft geared toward best practices to support our ELL and SPED populations.

Student Achievement

Student Achievement Summary

The 2015-2016 school year was filled with wonderful accomplishments of our students, teachers and staff. Our campus was awarded the National Excellence in Urban Education award which is a prestigious national recognition from the National Center of Urban School Transformation for demonstrating through multiple indicators that our school exemplifies evidence of high achievement, rigorous curriculum, excellent instruction, and enthusiastic student engagement.

We excelled in the areas of 8th Grade STAAR exams, to include Reading and Math. In the area of Reading, we came out first in the district amongst campuses with grades 6-8 scoring 93.1%. In the area of Math, we were comparatively fifth in the district, very close to the other campuses though, with a 92.7% passing rate and an increase of 9.7% from last year. Additionally, 100% of our 8th grades who took the Algebra I EOC exam passed and 90.5% of them scored in the advanced range which in an increase of 30% from last year.

STAAR scores pending:

Grade/Subject	Total Tested	% Met	% Advanced	District Comparison w/MS
6 th Math	277	89.9	22.4	1 st
7 th Math	302	75.5	13.6	6 th
8 th Math	275	92.7	14.5	5 th
Overall in District for Math:	854	85.7	16.7	3 rd
6 th Reading	277	73.6	18.8	4 th
7 th Reading	301	83.7	23.9	1 st
8 th Reading	275	93.1	21.5	1 st
Overall in District for Reading:	853	83.5	21.5	1 st
7 th Writing	302	83.8	16.9	1 st
Overall in District for Writing:	302	83.8	16.9	1 st
8 th Science	272	83.1	23.2	4 th

Overall in District for Science:	272	83.1	23.2	4 th
8 th Social Studies	273	81.3	25.6	2 nd
Overall in District for Social Studies:	273	81.3	25.6	2 nd

TELPAS Yearly Progress Composite Ratings:

TELPAS		
Grade Level	Students Who Progressed at Least One Proficiency Level	Students Who Progressed at Least One Proficiency Level
	2014-15	2015-16
6 th Grade	Pending	61%
7 th Grade	83%	89%
8 th Grade	63%	74%

Student Achievement Strengths

Hernando Middle School is comprised of approximately 100% teachers, who are highly qualified and certified in their subject areas. Hernando MS continues to strive from good to great with regard to instruction. Each teacher follows the rigorous standards as set forth on the Texas Essential of Knowledge and Skills. In addition, our teachers collaborate as a department within their grade level and then work vertically to spiral in the Student Expectations (SE's) that show low performance. Our teachers use the Benchmark results to determine what SE's need to be reviewed and re-taught, in addition to other assessments that evaluate performance. The goal for our campus is to get as many students to achieve Advanced status and qualify for Pre-AP courses, high school academies, and PSAT. Beginning in 6th grade, students will learn about the importance of Endorsements and the importance of college and career readiness, which they will sign for the end of their 8th grade year. We implemented a school wide calendar that the teachers reviews with the students to keep them informed with activities for the month. With this in mind, students will know the importance of taking rigorous courses in middle school that will open the doors to anything they want to achieve before they enter high school. Not just ones that meet criteria. Pre- AP classes are also available to all. To supplement the strong

curriculum students are already receiving, our school will be offering AVID for the 2016-2017 school year for students who apply and qualify.

PSAT is available to all students. In February, we administered the PSAT test to 42 7th and 8th grade students. This test establishes a baseline measurement of college and career readiness as the students enter high school. Approximately 3.5 million 7th-9th grade students took the PSAT in 2015-2016 school year. Here is how we measured up in comparison to others:

Total students tested	National mean score	State mean score	District mean score	Hernando mean score
42	855	898	900	938

7th grade students who met the standard in Reading – 14 out of 20

7th grade students who met the standard in Math – 9 out of 20

7th graders who passed both sections – 9 out of 20

8th grade students who met the standard in Reading – 18 out of 22

8th grade students who met the standard in Math – 16 out of 22

8th grade students who passed both sections – 14 out of 22

Student Achievement Needs

This coming year, we see a need to make Pre-AP classes more available to all of our students. We have seen that most of our unmotivated students rise to the level of other students when placed with students in Pre-AP. We also see a need to set aside funding to assist students to pay for the PSAT. We would like to see a high percentage of our students take the PSAT and not have money be the determining factor. In 2016-2017, we would like to continue to educate all of our teachers on the 5 different Endorsements so that they can implement these in their daily lessons, beginning in 6th grade. In regards to addressing the accountability subset safeguards, all teachers will monitor the LEP and SpEd students throughout the year. Intervention and enrichment opportunities for these students will be standards based and include providing funds for after school tutoring, intersession, and Saturday school. The TIA will work with students 19 hours per week. ELAR teachers

will collaborate with the Science and Social Studies teachers to close the gap with the LEP students for the STAAR test and increase academic vocabulary. Teachers that have not been SIOP trained will be trained to help increase STAAR scores and academic language for the Hernando LEP population. Training with Sped/504 sub-groups are needed to assist struggling students with strategies to maximize instruction in Co-Teach environment to increase student achievement and bridge the learning gap as students transition into high school.

In reviewing the TAPR report, it is apparent we need to incorporate strategies to promote post secondary readiness:

- All Grades Reading 43% in Economically Disadvantaged
- All Grades Math 48% in Economically Disadvantaged
- All Grades Science 51% in Economically Disadvantaged
- All Grades Social Studies 42% in Economically Disadvantaged

Teachers need to be provided with professional development opportunities to increase post secondary readiness.

School Culture and Climate

School Culture and Climate Summary

Specialist Rafael Hernando III Middle School is a committed campus that educates approximately 884 students daily. Students are provided a rigorous and supportive environment with the expectation to perform above passing standards every day. Atop of that, students set goals for themselves with assistance from classes such as Exploring Careers, AVID (Advancement Via Individual Determination), and Advisory which is tailored for targeted student-teacher interaction in order to prepare them for high school and post-secondary readiness and creates an environment of excellence for all. Because of our supportive learning environment, 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. Their commitment to our students and their needs is indicative by the various activities and tasks they coordinate and participate in. Students are provided support through the RTI process, various college awareness activities provided throughout the year, character lessons, and student recognition for our high achieving scholars, and mentorship programs.

Along-with the various academic and social supports provided to students, they are able to participate any various extracurricular activities that help develop the whole child: football, volleyball, basketball, cross country, soccer, baseball, softball, track, UIL events, spelling bee, student council, robotics, chess club, literary anthology, theater, band, choir, and orchestra to name a few. Students are also encouraged to be independent, responsible, and develop appropriate relationships with peers, teachers, and the community. Olweus, district bullying prevention program, is another platform used to promote healthy decision making and bring awareness to hot topics affecting their age group in relation to various topics. Through Olweus students are able to share concerns in an adult facilitated environment.

In order to instill confidence in our community, safety is a number one priority communicated across the campus. All visitors must check in with our office clerk prior to entering building; they are given a visitor's pass and must return it before leaving our campus. Students and staff are expected to wear their IDs. daily. Administration, counselors, school resource officer (SISD PD), and teachers monitor students during transition to promote a safe environment and assist students with concerns as needed.

School Culture and Climate Strengths

In order to obtain the highest standards of safety, Hernando Middle has implemented several procedures that have ensured our safety. Faculty, staff and students have been diligently denying access to those who do not have an I.D. by refusing entry into our building. Another way we ensure safety is by having our monitors always visible and vigilant on our campus. In addition, our basketball / field area is surrounded by an enclosed fence which limits access to intruders. The campus installed new magnetic doors and added an additional 4 cameras to the campus. All students required to wear ID. Teachers monitoring halls also providing extra supervision and keep classroom doors locked at all times. Hernando Middle will continue to uphold these practices so that our students' safety is our priority. The campus installed the "Hall Pass" system for visitor badges. Hernando's OLWEUS program has continued to improve relationships between students. During 15-16 school year

the focus was on the "Bystander" as this was an issue to come up on the previous year's survey. The Monday Olweus lessons focused on issues that were real and relevant on campus and addressed issues that needed to be addressed, meeting positive results. We will continue to promote positive behavior yet address negative behavior, through this year's campaign Attitude Determines Your Altitude.

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. Due to the increase in referrals this year, the campus will develop a BASE program as a proactive approach to change behaviors simply not punish as a consequence. A discipline committee has been established for 2016-2017 to outline the structure, criteria, and logistics of the Base Program which will host after school detention and learning for 2 hours in the fall for level I infractions.

Small Learning Communities (SLCs) will also be implemented in 2016-2017 to provide consistency and added support to students at all grade levels. SLCs will meet twice a week and discuss glows and grow for their team of students in the areas of academics, attendance, behavior, accommodations, celebrations, and barriers. These SLC teams made of one core teacher from each content will have scheduled conference time together to communicate and meet with parents all at once if needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the Hernando teachers on staff are 100% highly qualified. Our teachers undergo a rigorous week of staff development prior to the school year to target instructional goals for the year based on array of data sources to include common assessments, benchmark data, student attendance, discipline, and STAAR scores. Here at Hernando we strive to retain highly qualified staff by fostering a Cav Family mantra and providing a nurturing learning environment with staff incentives such as Teacher of the Month which is celebrated during a faculty meeting, shout out board which allows for staff to staff recognition, a week long of incentives and appreciation during Teacher Appreciation Week during the month of May in addition to, holiday incentives.

Staff Quality, Recruitment, and Retention Strengths

SMART Training was implemented in 7th and 8th for students to learn how to stimulate their brain and assist in developing their frontal lobe. Campus school reached 95% participation for SIOP training where teachers were able to implement strategies in their classroom to enhance student engagement. Moreover, teachers at Hernando want to continue their professional growth. Ten teachers are slated to attend AVID Summer Institute and another 8 scheduled to attend UTEP PAP Institute. Atop of that, teachers want to stay at our campus.

Staff Quality, Recruitment, and Retention Needs

In order to attract and retain more highly qualified teachers at our campus the following staff developments must be addressed: More trainings in Science and Social Studies, more trainings to help focus on ELL students' needs and SPED and 504 in all content areas beyond SIOP, increase training on technology for all staff members, and new resources.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hernando uses Standards Based Instruction aligned to 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 aforementioned and submit them for verification prior to instruction. As such, during professional learning communities (PLCs) teachers plan lessons using the Texas Resource System (TRS) YAG and purposefully craft 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.

Curriculum, Instruction, and Assessment Strengths

PLCs met regularly to discuss targeted areas of instruction used data driven practices and charting comparisons and trends throughout the school year. This upcoming year, we will methodically improve data disaggregation and share data with students via individual student data sheets.

Curriculum, Instruction, and Assessment Needs

For the 2016-2017 SY, we will continue to work toward meeting the state standards in all tested content areas and focus professional development on providing rigorous instruction to promote college and career readiness. We will systematically monitor all subpopulations with an emphasis on Special Education, LEP, and 504.

Family and Community Involvement

Family and Community Involvement Summary

Hernando Middle Schools builds 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.

Family and Community Involvement Strengths

The campus in conjunction with community stakeholders has been able to hold parent nights where parents and students are invited to sessions where core area teachers showcase programs, promote students involvement in co-curricular activities, and have hands on learning with both parents and students. In addition, the school has a parent liaison who holds workshops for parents to include Parent to Parent, Raising Children in Trouble Times, Nutrition Classes, Olweus Bullying Prevention Classes, college forums, and fairs. The parent liaison actively pursues the involvement of parents and community members by holds meetings with the Principal to discuss concerns regarding STAAR, attendance, safety, discipline, campus goals, etc. The parent liaison together with district goals under the DIP supports and promotes the Father-Son Conference and Mother-Daughter Conference that are held yearly at the High School Campuses. The school and parent liaison have opened communication with parents and community by providing a monthly newsletter and calendar to inform parents of events being offered at the campus. This information is vital as parents can read when students will be testing for benchmarks, STAAR, extracurricular activities and other important events. These are also posted on the marquee, district messenger, and email list-serv. The parent liaison holds an annual Title I meeting to inform parents of the Title I monies to be used at the campus. These allotments are used to promote and hold parent sessions and workshops at the campus.

Further, with the support of campus PTA our school has hosted Family Spirit Nights to promote community/business partnerships and increase our school pride. Additionally, the PTA was able to work on fostering those community relationships and inaugurated our Cavalier College and Career Cafe.

Family and Community Involvement Needs

We will continue to increase family engagement by increasing the amount of parents attending the workshops by 3 parents per session. We will host two Tyler portal sessions one in fall and another in spring. We also will strengthen the volunteer program and have a functioning committee of volunteers.

School Context and Organization

School Context and Organization Summary

Specialist Rafael Hernando, III 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.

Campus professional administration, faculty, and staff engage in practices and initiatives that continue to propel Hernando from good to great. Our continued focus is excellence and beyond for all students by persisting in targeted and timely interventions for students whom are faced with academic and social barriers, meaningful and relevant staff development in the areas of SPED/CT teaching, use of technology, Advancement via Individual Determination (AVID), Empowering Writers, KAGAN Cooperative Learning, Thinking Maps, and the Fundamental Five.

School Context and Organization Strengths

Hernando ensures that students receive a quality education and fulfills educational goals at the federal level firstly through Title I funding. This funding allows our campus to employ At-Risk aides to help ensure the At-Risk population is adequately served. This funding also allows Hernando to provide tutoring, intersession, and Saturday School remediation. Part of these services is also funded through the State Compensatory Educational fund. At the district level, the campus ensures collaboration with the district through our SIT committee meetings, in which a district representative is present. The district also provides numerous opportunities for staff development. Another resource the district provides is the TIA, who provides additional support to students in need. Our leadership team, counselors, and curriculum coaches all work together to maximize instruction, parent meetings, ARDs, and Section 504.

School Context and Organization Needs

A continued area of need is support for the ELL and SpEd population. These populations are in particular need of language acquisition, vocabulary development and strategies for overall success in the classroom. Also, as a campus we can continue to assess and improve teacher and student recognition activities, classroom management, discipline, and attendance refinement.

Technology

Technology Summary

At Hernando, there is a computer desktop in each classroom and an Interactive White Board or Interactive Projector. All ELAR and math teachers have hover cams to model exemplars. There are also two computer labs available for students use with 35 computers in each. We also have courses geared to enhance technological applications and STEM focused: Computer Programming, Gateway to Technology I and II, and Exploring Careers. Students are also able to participate in our campus Robotics team.

Technology Strengths

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.

Technology Needs

While our staff members feel adequately trained in using laptops and Interactive White Boards, there is a lack of confidence in using and integrating peripherals. As such, during the 2016-2017 SY training will be provided for using technology for teaching and evaluation.

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, Hernando Middle School will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events by promoting the OLWEUS program on a weekly basis.

Evaluation Data Source(s) 1: 100% of Hernando Middle School's stakeholders will feel safe at school and school events through the use of the OLWEUS program.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Implement Olweus Bullying Prevention Program weekly through use of the program materials, resources and surveys.</p>	1, 2	Administrators; Teachers, Bullying Prevention Coordinating Committee(BPCC)	Olweus Questionnaire results, BPCC meeting logs, campus coordinator survey			
Funding Sources: 199 - General - \$200.00						
<p>Critical Success Factors CSF 6</p> <p>2) Provide staff development on Olweus Bullying to all staff and faculty at the beginning of the year and periodically throughout the year.</p> <p>(TQ, SC)</p>	1, 2, 4, 10	Administration, Counselors, and Bullying Prevention Committee	Observations/ Walk-throughs/ sign in sheets			
Funding Sources: 199 - General - \$0.00						
 = 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, Hernando 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) 2: Hernando Middle School will have completed 100% of the requirements for safety audits and drills as evidenced through our monthly completion drills documentation, in-time scenarios documentation, and district audits.

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Complete monthly evacuation drills that will be decided upon by the district.</p>	1, 2	Administrators, Teachers, Campus Security and Police	Drill Forms completed			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Hold monthly Safety Committee meetings and review Safety Blogs with committee and at Monthly SIT meetings.</p>	1, 2	Administrators, Safety Committee, Teachers	Sign in sheets of meetings and agendas			
Funding Sources: 199 - General - \$0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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, the number of bullying-related incidents reported at Hernando Middle School will decrease from 2 to 0 (K-12 alert system).

Evaluation Data Source(s) 3: Hernando Middle School will have 0 reports through the K-12 Alert System at the end of the 16-17 school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Address concerns from School Climate Survey to implement Connect with Kids and the Olweus Bullying Prevention Program with fidelity and through use of the program materials, resources and surveys which provides for a safer more respectful school environment as indicated on 2016 School Climate Surveys</p>	1, 2	Campus Leadership Team, Counselors, Teachers, Bullying Prevention Coordinating Committee	Olweus Questionnaire results, BPCC meeting logs, campus coordinator survey			
Funding Sources: 199 - General - \$0.00						
 = 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 4: During the 2016-2017 SY, there will be a minimum of 2 documented interventions by teachers at Hernando Middle School for appropriate academic support every 3 weeks.

Evaluation Data Source(s) 4: Teachers at Hernando Middle School documented at least 2 student academic support interventions every 3 weeks in Eduphoria.

Summative Evaluation 4:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Refine and support implementation of the RTI process through consistent monitoring of behavior and academic interventions.	1, 2, 9, 10	Campus Administration, SCEI Coaches, Teachers Counselors	Increase in student performance (GPA) and fewer Sp Ed referrals			
				Funding Sources: 199 - General - \$0.00		
2) Provide SCEI Coaches, an At-Risk Instructional Aide, Library Aide, and Title I Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 9, 10	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results.			
				Funding Sources: 199 - General Fund: SCE - \$128,000.00, 211 - Title I, Part A - \$16,000.00		
3) Provide a Class Size Reduction teacher to assist with 6th grade math interventions.	1, 2, 9, 10	Administration Instructional Coaches	Classroom Walk through observations, teacher created lesson plans, tutoring logs, student intervention plans. Student performance on the STAAR and final report card grades.			
				Funding Sources: 199 - General Fund: SCE - \$47,000.00		
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 4) Provide programs and resources to support students in need of assistance, intervention, and enrichment to include, but not limited to Compass Learning, Brain Pop, and Pathblazer	1, 2, 9, 10	Administration and Instructional Coaches	Usage reports, student report cards, common assessments, benchmarks, and performance on STAAR			
				Funding Sources: 211 - Title I, Part A - \$4,000.00		
= 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 5: For the 2016-2017 school year, Hernando Middle School will have an attendance rate of 97% or better.

Evaluation Data Source(s) 5: Hernando Middle School had an attendance rate of 97% or better at the end of the 16-17 school year.

Summative Evaluation 5:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Attendance committee will meet monthly to discuss strategies and incentives to be provided to students for attendance.</p>	1, 2, 10	Attendance Committee, Administrators	Increase in % daily students attendance			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Administrators and PEIMS clerk will contact parents of students in danger of losing credit or high absence rates on a regular basis</p>	1, 2	PEIMS clerk, Administrators	% decrease of students absent			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 6: For the 2016-2017 school year, the total number of disciplinary incidents at Hernando Middle School will decrease from 171 to 120.

Evaluation Data Source(s) 6: Hernando Middle School had decreased the number of discipline referrals compared to the 15-16 school year by 51 incidents.

Summative Evaluation 6:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide students with incentives for good student behavior from our Partners in Education.</p>	2	Administrators, Teachers and Counselors	number of incentives given out to students			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Increase vigilance and supervision in hallways and classrooms by teachers, administrators and staff.</p>	2	Teachers, Counselors, Administrators	Number of discipline referrals and incidents			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: For the 2016-2017 school year, Hernando Middle School will implement and maintain a College and Career Ready Strategic Plan for 100% of all students.

Evaluation Data Source(s) 1: Hernando Middle School maintained a College and Career Ready strategic plan for the 16-17 school year for 100% of the students.

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide Exploring Careers course to all 8th grade students where they will learn to use decision making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. They will begin to use real world life skills such as managing money. Students will also integrate skills from academic core subjects, information technology and interpersonal communication to make informed decisions.</p>		CTE Teacher, Administration, Scheduling Clerk	Lesson Plans, Individual Student High School Plan, Increased participation by 8th graders in PSAT, Increased Student Registration for PAP and or Dual Credit courses in high school.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
 = 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, 100% of Hernando Middle School students, encompassing all special 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) 2: 100% of the special and sub-population at Hernando Middle School were properly placed in the appropriate classroom settings.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide SCE funded personnel to assist students who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to ensure academic success for each student. Provide one on one direct intervention with targeted students. (AP,SC,LE)</p>	1, 2, 3, 9, 10	Administration, Curriculum Coach, Instructional Aides	Instructional Aide Schedules, Walk through observations, teacher documentation, TRS assessments, Lesson Plans, Fall/Spring Benchmarks, TRS assessments, Report Cards			
Funding Sources: 199 - General - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide extra support for all students who are at risk or in danger of failing and who did not meet classroom expectations to be promoted in 2016 and/or did not meet passing standards on 2016 STAAR; Support programs such as Mentoring, afterschool tutoring, Saturday School, and intersession remediation will be provided throughout the year. (ILT,QD,LE)</p>	1, 2, 3, 9, 10	Administration, Curriculum Coach, Instructional Interventionist, Teachers, Instructional Aides	Intervention Plan, Walk through observations, Tier Group Rosters, teacher documentation, TST documentation, assessment data, Fall/Spring Benchmarks, TRS assessments, Report Cards, Student work			
Funding Sources: 211 - Title I, Part A - \$41,000.00, 199 - General - \$1,500.00						

<p align="center">Critical Success Factors CSF 1</p> <p>3) Differentiate instruction to enhance rigor and relevance of lessons and the delivery of lessons that will positively challenge students.</p> <p>Students will have the opportunity to travel in order to compete with other GT students in the Team Quest GT Competition. (AP,SC)</p>	<p>1, 2, 8, 9, 10</p>	<p>Administration, GT Coordinator, Teachers</p>	<p>TRS assessments, Differentiated Lesson Plans, Walk through observations, student work, student participation in district showcase, Student assessment data for BOY/MOY, Benchmarks, Student Work, Teacher observations, Grade Level Meeting Documentation</p>			
<p>Funding Sources: 199 - General: Gifted and Talented - \$3,000.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: By January 2017, Hernando Middle School shall increase the number of students that achieve "Advanced" on student state assessment scores by 3%.

Evaluation Data Source(s) 3: Hernando Middle School's level of instructional shall increase student performance in the Advance category of state assessment by 3%.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Focus on extending writing throughout the grade levels 6th-8th (AP)</p>	1, 2, 3, 8, 9, 10	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Fall/Spring Benchmarks, TRS assessment, Report Cards, Hernando's writing wall display			
				Funding Sources: 211 - Title I, Part A - \$500.00, 199 - General Fund: SCE - \$500.00, 199 - General Fund: Bilingual - \$1,500.00		
<p>Critical Success Factors CSF 1</p> <p>2) Provide differentiated instruction using Teacher Resource System (TRS), iStation, AVID and Incorporate guided reading strategies and balanced literacy resources throughout the grade levels, (AP), to include a targeted focus in Read180.</p>	1, 2, 8, 9	Administration, Curriculum Coach, Librarian, Instructional Aides, Teachers, Counselors, DLT support	Student assessment data for BOY/MOY, STAAR Results, Benchmarks, Student Work,			
				Funding Sources: 211 - Title I, Part A - \$2,500.00, 199 - General Fund: SCE - \$1,000.00, 199 - General Fund: Bilingual - \$500.00, 199 - General Fund : Special Education - \$500.00		
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) Provide differentiated instruction using TRS/Teacher Resource System through a cooperative learning instructional model, students will be provided hands on laboratory lessons, problem solving, critical thinking skills, and technological support through a variety of cooperative learning structures in the content area of Science for grades</p>	2, 3, 9, 10	Administration, Curriculum Coach, Instructional Aides, Teachers, Counselors	Fall/Spring Benchmarks, TRS assessments, Report Cards, Student work, Science Fair			
				Funding Sources: 199 - General Fund: SCE - \$5,000.00, 211 - Title I, Part A - \$3,000.00		









<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>4) Facilitate student learning through technology and be able to integrate technology consistently in all aspects of the curriculum, teachers will use IWB's, ipads, ipods, interactive projectors, computers, mobile wireless labs - COW (computers on wheels), scanners, digital cameras, Elmo Visual Presenter in the classroom. Teachers will have access to software such as United Streaming and Brain Pop and Rosetta Stone. AVID Library and license will be purchased to offer students and teachers academic support and skills.(AP,SC)</p>	1, 2, 3, 8, 9, 10	Administration, Curriculum Coach, Instructional Interventionist, Teachers, Instructional Aides	Student projects, teachers web pages, TRS assessments			
<p>Funding Sources: 211 - Title I, Part A - \$10,000.00</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Provide research based materials to supplement and support classroom instruction in Writing, Reading, Social Studies, Health, P.E. Fine Arts, Mathematics, Technology, and Science to include Scientific/Graphing Calculators, computer software, dictionaries, student agendas with Destination Character, Kagan manipulatives, equipment to laminate student materials, and all extra curricular materials to support enrichment and curriculum enhancement such as UIL, Team Quest, etc...(AP,SC)</p>	1, 2, 3, 8, 9, 10	Administration, Curriculum Coach, Instructional Interventionist, Teachers, Instructional Aides	TRS assessments, Lesson Plans, Walk through observations, student work/journals. Usage of materials in the classroom, Technology labs, Science Labs. Fall/Spring Benchmarks, Report Cards, Student work, report cards			
<p>Funding Sources: 211 - Title I, Part A - \$3,000.00, 199 - General Fund: SCE - \$1,500.00, 199 - General Fund: Bilingual - \$300.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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, Hernando Middle School will improve its student state assessment scores in Reading from 83.5% to 85.5%.

Evaluation Data Source(s) 4: Hernando Middle School saw a 3% increase in the STAAR Reading scores from 83.5% to 85.5%.

Summative Evaluation 4:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) PLC weekly meetings focused on student data and monthly Grade level/Block meetings to discuss struggling students.(LE, TQ, QD)</p>	1, 2, 9	Administration, Instructional Coaches, Department Chairs and Teachers	Spring Benchmark, common assessments, Report Cards, Student work, STAAR test			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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, Hernando Middle School will improve its student state assessment scores in Mathematics 85.7% to 87%.

Evaluation Data Source(s) 5: Hernando Middle School increased the STAAR Math scores from 85.7% to 87%.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) PLC weekly meetings focused on student data and monthly Grade level/Block meetings to discuss struggling students.(LE, TQ, QD)</p>	1, 2, 9	Administration, Instructional Coaches, Department Chairs and Teachers	Spring Benchmark, TRS assessments, Report Cards, Student work			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 6: For the 2016-2017 school year, Hernando Middle School will improve its student state assessment scores in Science from 83.1% to 85%.

Evaluation Data Source(s) 6: Hernando Middle School saw an increase from 83.1% to 85% in the STAAR Science scores.

Summative Evaluation 6:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide differentiated instruction using TRS/Teacher Resource System through a cooperative learning instructional model, students will be provided hands on laboratory lessons, problem solving, critical thinking skills, and technological support through a variety of cooperative learning structures in the content area of Science for grades 6-8. (AP, SC)</p>	1, 2, 8, 9, 10	Administration, Curriculum Coach, Instructional Aides, Teachers, Counselors	Fall/Spring Benchmarks, Common Assessments, Report Cards, Student work, Science Fair			
Funding Sources: 199 - General Fund: SCE - \$3,000.00, 211 - Title I, Part A - \$3,000.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) PLC weekly meetings focused on student data and monthly Grade level/Block meetings to discuss struggling students.(LE, TQ, QD)</p>	1, 2, 9	Administration, Instructional Coaches, Department Chairs and Teachers	Spring Benchmark, Common Assessments, Report Cards, Student work			
Funding Sources: 199 - General - \$0.00						
= 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 7: For the 2016-2017 school year, Hernando Middle School will improve its state assessment scores in Social Studies from 81.3% to 84.5%.

Evaluation Data Source(s) 7: Hernando Middle School saw an increase from 81.3% to 84.5% in the STAAR Social Studies scores.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) PLC weekly meetings focused on student data and to discuss struggling students.(LE, TQ, QD)</p>	1, 2, 9	Administration, Instructional Coaches, Department Chairs and Teachers	Spring Benchmark, Common assessments, Report Cards, Student work			
Funding Sources: 199 - General - \$0.00						
 = 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 career ready.

Performance Objective 1: For the 2016-2017 school year, Hernando Middle School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 1: 100% of the Hernando Middle School teachers were highly qualified.

Summative Evaluation 1:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Confirm with Human Resources to insure that we are up to date and in compliance on teacher certifications and notifying teachers of opportunities to become certified in other areas such as Bilingual and Special Education</p>	1, 2, 3, 9, 10	Administrators	Number of teachers highly qualified			
Funding Sources: 199 - General - \$0.00						
= 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 career ready.

Performance Objective 2: During the 2016-2017 school year, Hernando Middle School will offer no less than 5 professional development opportunities to promote enhanced academic performance.

Evaluation Data Source(s) 2: Hernando Middle School provided a minimum of 5 professional development opportunities to promote enhanced academic performance.

Summative Evaluation 2:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Provide all faculty and staff a professional development model that is researched based and data driven and aligned with the varied needs of students in the following areas: TRS/Teacher Resource System, Advanced Placement Program, KAGAN Cooperative Learning, Lesson Planning, Eduphoria, Fundamental Five, Kilgo question stems, data analysis, Olweus Bullying Program, SELP, TELPAS, ESL strategies and second language acquisition, the use of technology resources and educational programs and resources, RTI to assist all students (QD,TQ) Sensitivity Training, RtI, ARMS training</p>	2, 3, 4, 5, 10	Administration, Curriculum Coach, Instructional Interventionist, Teachers, Counselors, Librarian, DLT support, ESC Region 19	Common assessments, Walk-through observations, student work, Benchmarks, report cards, T-TESS			
				Funding Sources: 211 - Title I, Part A - \$10,000.00, 199 - General Fund: SCE - \$500.00		
<p>Critical Success Factors CSF 7</p> <p>2) PLC weekly and monthly faculty meetings will be used to review/refresh learning in the Fundamental 5 and Ron Clark to include book talks and activities geared around each chapter (SC,TQ)</p>	1, 2, 4, 10	Administration, Curriculum Coach, Instructional Interventionist, Teachers	Walk through documentation, student time on task, assessment data, T-TESS			
				Funding Sources: 199 - General - \$0.00		
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 career ready.

Performance Objective 3: During the 2016-2017 school year, Hernando Middle School will allocate funding to purchase at least 2 scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 3: Hernando Middle School met 100% of the system safeguard indicators using at least 2 scientifically based programs, materials and resources.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide training to AVID Site Team Members and give members the opportunity to attend the AVID Summer Institute to receive staff development on the AVID philosophy and instructional strategies. Provide professional development opportunities for teachers through Ron Clark Academy to learn techniques to increase student engagement, promote academic rigor, and create a climate and culture that leads to success for all.</p>	2, 3, 4, 8	Administration, Teachers, Counselors	AVID Campus Audit 2017 PLC agendas of roll out.			
Funding Sources: 211 - Title I, Part A - \$14,000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Conduct a book study on a Ron Clark selection and give campus members the opportunity to attend the Ron Clark Academy in December to receive staff development on instructional strategies to meet the needs of urban students.</p>	2, 3, 4, 8	Administration, Teachers, Counselors, and SCEI coaches	Walk throughs, lesson plans, student report cards, STAAR			
Funding Sources: 211 - Title I, Part A - \$12,000.00						
 = 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 career ready.

Performance Objective 4: During the 2016-2017 school year, at least one more additional teacher at Hernando Middle School will be certified in Bilingual Education, English as a Second Language, and/or Special Education.

Evaluation Data Source(s) 4: Hernando Middle School increased the number of teachers certified in Bilingual, ESL and/or Special Education by one.

Summative Evaluation 4:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Promote opportunities for faculty to receive certification in Special Education and/or Bilingual/ESL.	2, 3, 4, 5	Administrators, District Personnel	Increase of student services			
Funding Sources: 199 - General - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 2) Increase the number of staff attending SIOP training	1, 2, 3, 4, 9	Administration, LPAC committee	Increase in ELL students successful in TELPAS and STAAR			
Funding Sources: 199 - General - \$2,000.00						
= 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 career ready.

Performance Objective 5: By the end of the 2016-2017 school year, 100% of Hernando Middle School teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 5: 100% of the Hernando Middle School teachers were familiar with the House Bill 5 requirements.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will receive professional development on House Bill 5 requirements to include attendance and personal graduation plans.</p>		Counselors and administrative team	Review 5 year graduation plan from 8th graders and sign in sheets			
Funding Sources: 211 - Title I, Part A - \$600.00						
 = 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, Hernando Middle School will increase the number of collaborative educational involvement activities and events for parents and community members from 4 to 6 to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Hernando Middle School saw increased from 4 to 6 collaborative activities and events for parents and community members.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) A Parent Liaison is available daily in order to meet the needs of the parent community. The Parent Liaison will provide referrals to support groups, establish educational opportunities such as ESL classes, Nutrition classes, Drug Prevention, Social and Emotional classes, Olweus Bullying, Parent to Parent Program, Raising Children in Troubled Times, Latino Family Literacy Project with materials, supplies, refreshments and light snacks provided by the school. (FCE)</p>	1, 2, 4, 6	Administration, Parent Liaison	Parent participation in classes, parent attendance increasing, parent meetings/home visits documentation			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent Liaison together with the faculty and staff provide opportunities that invite the parent community into the school for meetings, special events regarding Reading, Math, and Science, and other educational trainings, to include Monthly Coffee with the Principal, monthly newsletters and a calendar will be available. Monthly Information nights targeting students that are in need of assistance. These Intervention conferences will consist of detailed explanations by the teachers, tutors and other resource personnel, of the interventions being provided and how parents can assist their child at home.</p>	1, 2, 4, 9	Administration, Parent Liaison, DLT support	Parent participation and parent visible on campus, parent volunteer program			
Funding Sources: 211 - Title I, Part A - \$3,000.00						









3) Parent Liaison will be sent to Statewide Parental Involvement Conference to receive additional tools to enhance parent and business partnerships to better the collaboration of community stakeholders.	1, 2, 4, 6	Administration and Parent Liaison	Increase number of parent involvement; two additional strategies incorporated into campus involvement plan			
	Funding Sources: 211 - Title I, Part A - \$715.00					
 = 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: For the 2016-2017 school year, Hernando Middle School will communicate with parents, business, and community members at least once a month through notifications, sent via newsletters, email, twitter, marquee, and phone calls.

Evaluation Data Source(s) 2: Hernando Middle School sent notifications home and to the community via newsletters, email etc. at least once a month.

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Monthly calendar and Cavalier Courier advising parents of upcoming events, is sent out by principal.(FCE,SC)</p>	2	Administration, Parent Liaison	Parent participation and parent visible on campus, parent volunteer program			
Funding Sources: 199 - General - \$170.00						
 = 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 3: By the end of the 2016-2017 school year, Hernando Middle School will develop 2 new partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Hernando Middle School created 2 partnership activities that increased participation in school events by community and businesses for the 16-17 school year

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase opportunities for communities and businesses to take part in school events such as Career Day, Read Across America Day, Fundraisers and Parent Nights</p>	4, 10	Administrators and Counselors	Increase in number of participants from community and businesses			
Funding Sources: 199 - General - \$0.00						
 = 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: For the 2016-2017 school year, Hernando Middle School will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members

Evaluation Data Source(s) 4: Hernando Middle School had a minimum of 2 customer service trainings for the 16-17 school year.

Summative Evaluation 4:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide faculty and staff the opportunity to attend Customer service training to be implemented on campus</p>	2, 4	Administrators	Climate survey results by parents (every 2 years) and staff members (every year)			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide 6th grade New Student Orientation, Concerts, Spirit Nights at local businesses</p>	2, 4, 6	Administrators , Teachers	Community attendance to events and opportunity for campus to return to venue for performances			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) HB5 Meeting for all 8th graders and their parents to sign Endorsements</p>	2, 6, 10	Administrators and Counselors	Ability of students to register for high school in spring due to HB5 signed off by parent and students			
Funding Sources: 199 - General - \$0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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, our Reading scores for ELLs will increase from 61.9% to 70%.

Evaluation Data Source(s) 1: 70% of Hernando Middle School ELL students met accountability measures for the 16-17 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide students tutoring in designated content areas afterschool, small group pullout, Super Saturday STAAR Camp, intersession tutoring, June summer school remediation and weekly peer tutoring assistance.</p>	2, 8, 9	Classroom teachers /Administration/SCEI coaches	STAAR Data results			
Funding Sources: 199 - General - \$0.00						
 = 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 2: During the 2016-2017 school year, all of Hernando Middle School teachers at all grade levels will provide students with at least 2 meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: All Hernando Middle School teachers provided students with at least two effective academic interventions for the 16-17 school year.

Summative Evaluation 2:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) Students who fail 3 or more core classes, who have poor attendance and/or discipline will be identified as our campus target students for our mentoring program. Their mentor will work with students to monitor grades and assist them with organization, communication and problem solving and parents will also be attending evening meetings to gain information on how to help their child at home and on how to become more involved in their child's education.</p>	1, 2, 6, 9	Administration, Teachers, SCE Coaches, Librarian, Counselors, Office Personnel	Student 9 week grades, unit assessments, attendance rate, discipline record, student work			
Funding Sources: 199 - General - \$375.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Teachers will submit individual data about number of students who have failed at a grading period, along with percentage of students who failed, parent contact dates and interventions provided to the students every 9 weeks.</p>	1, 2, 6, 9	Teachers, Administrators	Percentage of students failing decrease. Increased student performance in grades and test scores, Eduphoria parent contact data			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide opportunities for parent/teacher involvement through Open House and Parent Teacher Nights</p>	2, 6, 9	Administration, Teachers, SCE Coaches, Counselors,	Decrease in number of students failing, Increased student performance in grades and test scores, Eduphoria parent contact data			
Funding Sources: 199 - General - \$0.00						
= 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 3: For the 2016-2017 school year, Hernando Middle School administrators will coach at least two campus teachers and provide them with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: Hernando Middle School administrators coached at least two teachers to support and or provide resources for professional growth and high student academic achievement rates.

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide continuous Staff Development through Professional Learning Communities, after school, Saturdays and during intersession on increasing Rigor of instruction, Utilizing Best Practices in Reading, Math, Science, Social Studies and Writing, as well as the use of Eduphoria in the development of assessment planning time.</p>	2, 3, 4, 9	Campus Administration, & SCEI Coaches	Walkthroughs, Lesson Plans, STAAR Data results			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Increase Staff Development opportunities for teachers on campus, DSC and local Region 19. Middle School 7th and 8th grade Reading, Math and Science teachers will attend Pre AP training through UTEP, and 7th gr Health and 8th gr CATE teachers will attend SMART Academy through UT Dallas</p>	1, 2, 3, 4, 5	Campus Administration, SCEI Coaches	Student academic improvement			
Funding Sources: 211 - Title I, Part A - \$20,000.00						
 = 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 4: During the 2016-2017 school year, Hernando Middle School administrators will schedule at least 3 data feedback session(s) with district Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Hernando Middle School scheduled 3 data feedback sessions with district C and I personnel to acquire support and resources for the 16-17 school year.

Summative Evaluation 4:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide and implement teacher support in Reading, Math, Science, Social Studies, and Writing through mentoring, professional development by District Instructional Officers in the different content areas.</p>	1, 2, 3, 4, 5, 9, 10	Campus Administration, SCEI Coaches, District Instructional Officers	Student Academic Achievement			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: During the 2016-2017 school year, Hernando Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing the number of parent input meetings from 3 to 5 events.

Evaluation Data Source(s) 5: Hernando Middle School increased the number of parent input meeting from 3 to 5.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide parents with Tyler Parent Portal log-in and instructions throughout the school year.</p>	2, 6, 10	Counselors and Parent Liaison	Number of parents who utilized eHAC			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide a means of communication to parents of on-going campus activities through the following: Campus website, phone calls, volunteer meetings and parent presentations.</p>	2, 4, 6	Parent Liaison/ Counselor/Administration	Evidence of parent participation at campus events and parent meetings.			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	4	Provide programs and resources to support students in need of assistance, intervention, and enrichment to include, but not limited to Compass Learning, Brain Pop, and Pathblazer
2	2	1	Provide SCE funded personnel to assist students who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to ensure academic success for each student. Provide one on one direct intervention with targeted students. (AP,SC,LE)
2	2	2	Provide extra support for all students who are at risk or in danger of failing and who did not meet classroom expectations to be promoted in 2016 and/or did not meet passing standards on 2016 STAAR; Support programs such as Mentoring, afterschool tutoring, Saturday School, and intersession remediation will be provided throughout the year. (ILT,QD,LE)
2	3	3	Provide differentiated instruction using TRS/Teacher Resource System through a cooperative learning instructional model, students will be provided hands on laboratory lessons, problem solving, critical thinking skills, and technological support through a variety of cooperative learning structures in the content area of Science for grades
2	3	4	Facilitate student learning through technology and be able to integrate technology consistently in all aspects of the curriculum, teachers will use IWB's, ipads, ipods, interactive projectors, computers, mobile wireless labs - COW (computers on wheels), scanners, digital cameras, Elmo Visual Presenter in the classroom. Teachers will have access to software such as United Streaming and Brain Pop and Rosetta Stone. AVID Library and license will be purchased to offer students and teachers academic support and skills.(AP,SC)
2	3	5	Provide research based materials to supplement and support classroom instruction in Writing, Reading, Social Studies, Health, P.E. Fine Arts, Mathematics, Technology, and Science to include Scientific/Graphing Calculators, computer software, dictionaries, student agendas with Destination Character, Kagan manipulatives, equipment to laminate student materials, and all extra curricular materials to support enrichment and curriculum enhancement such as UIL, Team Quest, etc...(AP,SC)
2	4	1	PLC weekly meetings focused on student data and monthly Grade level/Block meetings to discuss struggling students.(LE, TQ, QD)
2	5	1	PLC weekly meetings focused on student data and monthly Grade level/Block meetings to discuss struggling students.(LE, TQ, QD)
3	3	1	Provide training to AVID Site Team Members and give members the opportunity to attend the AVID Summer Institute to receive staff development on the AVID philosophy and instructional strategies. Provide professional development opportunities for teachers through Ron Clark Academy to learn techniques to increase student engagement, promote academic rigor, and create a climate and culture that leads to success for all.
3	3	2	Conduct a book study on a Ron Clark selection and give campus members the opportunity to attend the Ron Clark Academy in December to receive staff development on instructional strategies to meet the needs of urban students.

Goal	Objective	Strategy	Description
3	4	1	Promote opportunities for faculty to receive certification in Special Education and/or Bilingual/ESL.
3	4	2	Increase the number of staff attending SIOP training

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	Provide SCE funded personnel to assist students who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to ensure academic success for each student. Provide one on one direct intervention with targeted students. (AP,SC,LE)
2	2	2	Provide extra support for all students who are at risk or in danger of failing and who did not meet classroom expectations to be promoted in 2016 and/or did not meet passing standards on 2016 STAAR; Support programs such as Mentoring, afterschool tutoring, Saturday School, and intersession remediation will be provided throughout the year. (ILT,QD,LE)

State Compensatory

Budget for SPC. Rafael Hernando, III Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.048.30.39.000.6118.	6118 Extra Duty Stipend - Locally Defined	\$11,515.00
	6100 Subtotal:	\$11,515.00

Personnel for SPC. Rafael Hernando, III Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fernando Sianez	CSR	SCE	1
Franke Schmidt	At-Risk Aide	SCE	1
Isela Valtierra	At-Risk Aide	SCE	.5
Laura Lujan	SCEI	SCE	1
Magdalena Rivera	SCEI	SCE	1

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).

HMS SIT committee has reviewed the summative evaluation and has determined areas that need to be adjusted and addressed for the 2016-2017 school year in order to meet the needs of all students.

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.

Our HMS teams meet weekly in PLCs and SLCs to analyze data and plan effective instruction in alignment to state standards and scientifically based best practices to meet the needs of all students.

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.

All teachers at Hernando have acquired credentials 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

Not applicable

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.

To continue our campus' standards of excellence, its is important for us to have experienced teachers who have the knowledge and expertise in their field of study so that students receive rigorous instruction to prepare them for high school and college readiness. Teachers are provided ongoing pedagogical support and content supports to enrich the curriculum and eliminate academic barriers for students.

6: Strategies to increase parental involvement

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

Our parent liaison, counselors, teachers, and administrative team work to build family engagement programs. Parents are invited for a variety of events to support their children both academically and socially.

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.

HMS teachers meet weekly in PLCs and SLCs to discuss their academic plans and assessments.

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.

Data is analyzed every 3 weeks and intervention is provided during and after school to meet the needs of identified students. Saturday camps and intersession is also offered.

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>
Lydia Sandoval	Parent Liaison	Title 1	1
Vanessa Ramirez	Aide	Title 1	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Venessa Betancourt	Principal
Administrator	Robert Hood	Assistant Principal
Classroom Teacher	Amanda Acosta	CTE Teacher
Classroom Teacher	Jaclyn Anaya	Science Teacher
Classroom Teacher	Dornase Britton	SPED Teacher
Classroom Teacher	Cathy Dixson	Band Director
Classroom Teacher	Flores, Eduardo	Math Teacher
Classroom Teacher	David Herrera	SCEI
Classroom Teacher	Christine Llewellyn	Social Studies Teacher
Classroom Teacher	Eduardo Lopez	P.E. Coach
Classroom Teacher	Daisy Newport	Social Studies Teacher
Classroom Teacher	Patricia Pedroza	SCEI Coach
Classroom Teacher	Mandy Porras	ELAR Teacher
Classroom Teacher	Jorge Portillo	Math Teacher
Classroom Teacher	Priscilla Soria	Math Teacher
Community Representative	Rafael Hernando,	
Non-classroom Professional	Iris Parra	Counselor
Non-classroom Professional	Mireya Reyes	Counselor

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$200.00
1	1	2	None		\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	2	1			\$0.00
2	2	2		SPED	\$1,500.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
3	1	1			\$0.00
3	2	2			\$0.00
3	4	1			\$0.00
3	4	2			\$2,000.00
4	2	1	General Supplies		\$170.00
4	3	1			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00

4	4	3			\$0.00
5	1	1			\$0.00
5	2	1	supplies		\$375.00
5	2	2			\$0.00
5	2	3			\$0.00
5	3	1			\$0.00
5	4	1			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00
Sub-Total					\$4,245.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$52,000.00
1	4	2			\$52,000.00
1	4	2			\$8,000.00
1	4	2			\$16,000.00
1	4	3			\$47,000.00
2	3	1			\$500.00
2	3	2			\$1,000.00
2	3	3			\$5,000.00
2	3	5			\$1,500.00
2	6	1			\$3,000.00
3	2	1			\$500.00
Sub-Total					\$186,500.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$500.00
Sub-Total					\$500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$16,000.00
1	4	4			\$4,000.00
2	1	1			\$1,000.00
2	2	2			\$41,000.00
2	3	1			\$500.00
2	3	2			\$2,500.00
2	3	3			\$3,000.00
2	3	4			\$10,000.00
2	3	5			\$3,000.00
2	6	1			\$3,000.00
3	2	1			\$10,000.00
3	3	1			\$14,000.00
3	3	2			\$12,000.00
3	5	1			\$600.00
4	1	1	Title I Federal Community Service General supplies		\$3,000.00
4	1	2	Title I Federal Community Service General supplies		\$3,000.00
4	1	3			\$715.00
5	3	2	Staff development registration and training fees		\$20,000.00
Sub-Total					\$147,315.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$1,500.00
2	3	2			\$500.00
2	3	5			\$300.00
Sub-Total					\$2,300.00
199 - General: Gifted and Talented					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$343,860.00