

**Socorro Independent School District**  
**SSG. Manuel R. Puentes Middle School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

Puentes Middle School will provide students with a safe, stimulating and challenging learning environment through teamwork and high expectations for all.

## Vision

Our vision, "One Team, One Journey, Our Future" will continue to be held to the highest standards by the Puentes Students, Faculty, Staff, and Administration

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Jessica Estrada - Assistant Principal

Al Rendon- Assistant Principal



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# Comprehensive Needs Assessment

## Needs Assessment Overview

SSG Manuel R. Puentes Middle School continues developing a strong sense of Bobcat pride and teamwork through faculty, staff, administration, and our school community. It was evidenced through a positive school climate survey that all stakeholders felt a sense of ownership and belonging.

The campus success was noted through academics, athletic and our fine arts programs. Social Studies 8th grade had the highest passing rate for all middle schools at 88% surpassing both the district and state passing rates and had a 16% point gain in advanced performance. We made gains in 6th grade math and reading and gained 8% point in advanced performance in 6th grade math. Our 8th grade math scores increased by 11.5% points. The campus surpassed both the district and state in most STAAR tested areas. We also received athletic recognition in football and track and baseball. Our band, choir, and orchestra received sweepstakes at SISD/UIIL competitions.

Our vision, "One Team, One Journey, Our Future" will continue to be held to the highest standards by the Puentes Students, Faculty, Staff, and Administration.

We will continue to work together as one community to ensure all of our students have exceeded in mastering the skills needed to be successful in their social emotional and academic journeys.

# Demographics

## Demographics Summary

SSG Manuel R. Puentes Middle School continues developing a strong sense of Bobcat pride and teamwork through faculty, staff, administration, and our school community. It was evidenced through a positive school climate survey that all stakeholders felt a sense of ownership and belonging.

The student population at the end of the 2015-16 school year was 2% African-American, 10% White, 1% Asian, 86% Hispanic, 52.49% male and 47.55% female with a low socioeconomic status of 61.20%. For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will serve approximately 950 students in grades 6th, 7th and 8th, serving 68 English Language Learner students, 53 students in the Gifted and Talented program, 58 students identified for 504 services, and 70 students are currently scheduled to be served through special education services.

## Demographics Strengths

SSG Manuel R. Puentes Middle School is one of 48 campuses in Socorro Independent School District. SSG Manuel R. Puentes Middle School opened its doors in July 2013 as one of SISD's three green campuses working to attain LEED Gold Certification. The campus serves predominantly middle class type families with a high military population. The school has one of the top attendance rates with high state achievement rates on STAAR.

For the 2015-2016 school year, SSG Manuel R. Puentes Middle School will serve approximately 825 students in grades 6th–8th, serving 72 English Language Learner students, 51 students in the Gifted and Talented program, 45 students identified for 504 services, and 77 students are currently scheduled to be served through special education services.

Our School-wide Title I program will consist of parent involvement activities, extended day for math, reading, science and social studies; professional staff development and Communities in Schools Program. Our State Compensatory Program (SCE) will consist of two curriculum specialists utilizing best practices to assist teachers and at-risk students, a DAEP center, and extended week/year for math and reading. Starting on the first day of school our students will begin their day with Breakfast in the Classroom.

Among the services we will offer students to provide additional instructional interventions are: System 44 (a program rich in phonics) for students identified with dyslexia, Next Generation Read 180 intervention for reading, remediation in identified STAAR testing content areas through the use of I- Station, the use of Rosetta Stone for ESL students new to the U.S. and enrichment in the fine arts curriculum. In addition, a library aide and temporary instructional aide will provide curriculum interventions to students identified as being at risk based on their 2015 STAAR testing results. An after school program called Army Youth Program in Your Neighborhood (AYPYN) will also be incorporated to provide transition assistance for the students of military families.

CIS/ Communities in School services will be available for students and parents by our CIS Liaison. She will be able to assist students and families with

transitioning, uniform assistance, after school peer tutoring and will work with our counselor and parent liaison to provide parents with information on required and requested topics.

A parent liaison will provide parenting classes which will be based on results from parent surveys, such as, health and nutrition, student test taking skills, bullying awareness, helping parents and students transition to middle school, and ESL computer based instruction classes.

SMART goals have been added with strategies under Goal 2 Instruction for the 2016-2017 school year based on identified needs and STAAR data.

### **Demographics Needs**

SMART Goals for Puentes Middle School for the 2016-2107 based on the data that was reviewed are:

#### SMART Goal 1

Puentes Middle School's special populations (to include SPED, ESL, and 504 students) will increase by at least 10% points on all tested subjects using the state standards on STAAR.

#### SMART Goal 2

Puentes Middle will increase the number of students who are mastering their math standards at grades 6, 7, and 8 by at least 5% on Met Standard and increase 5% points on Advanced performance 2017.

#### SMART Goal 3

Puentes Middle School will increase 8th grade Science performance from 84% to 89% on 8th grade Science STAAR and increase 5% points on Advanced performance for 2017.

#### SMART Goal 4

Puentes Middle School will increase 7th grade Reading performance from 76% to 85% on 7th grade Reading STAAR and increase 5% points on Advanced performance for 2017.

#### SAMART Goal 5

Puentes Middle School will increase 7th grade Writing performance from 76% to 85% on 7th grade Writing STAAR and increase 5% points on Advanced performance for 2017.



## SMART Goal 6

Puentes Middle School will increase 8th grade Social Studies performance 88% to 93% on 8th grade U.S. History STAAR and increase 5% points on Advanced performance for 2017

## Student Achievement

### Student Achievement Summary

Need to find the data for 2015 in SPED A and ESL

The site-based decision-making team reviewed the results of the 2016 STAAR tests for the incoming elementary and current middle school students. The following results were identified under the new state standards:

This is a comparison from our last years scores to this year:

6th Grade	2015	2016	2015-Comm	2016- Adv	Gains in Scores	Gains in Advanced
Reading	79%	86%	16%	20%	+6	+4
Math	73%	82%	6%	14%	+9	+8

### 6th STAAR Accomodated 2016

Reading 13%

Math 14%

### 6th Grade ESL 2016

Reading 62%

Math 75%

7th Grade	2015	2016	2015-Comm	2016- Adv	Gains in Scores	Gains in Advanced
Reading	83%	76%	14%	14%	-7	=

Math	73%	80%	10%	15%	+7	+5
Writing	81%	79%	5%	11%	-2	+6

**7th STAAR Acoomodated 2016**

Reading 41%

Math 25%

Writing 25%

**7th Grade ESL 2016**

Reading 41%

Math 70%

Writing 36%

**8th Grade 2015 2016 2015-Comm 2016- Adv Gains in Scores Gains in Advanced**

Reading	89%	91%	20%	18%	+3	-2
Math	76%	87.5%	11%	11%	+11.5	-
Science	75%	84%	17%	15%	+9	-2
Social Stud	85%	88%	16%	32%	+3	+16
Math	76%	87.5%	11%	11%	+11.5	-

Algebra 1 100%

## 8th STAAR Acoomodated 2016

Science 23%

Social Stud 17%

## 8th Grade ESL 2016

Science 71%

Social Stud 63%

### Student Achievement Strengths

Smart Goals that Puentes Middle School met \_\_\_\_ in the 2015-2016 school year:

**SMART Goal 1 WE MET THIS GOAL AND EXCEEDED IT BY 2% POINTS**

Puentes Middle School will increase 6th grade Reading performance from 79.5% to 84% on 6th grade Reading STAAR for 2016.

**SMART Goal 2 WE MET THIS GOAL ADN EXCEEDED IT BY 3% POINTS**

Puentes Middle School will increase 8th grade Science performance from 75.7% to 81% on 8th grade Science STAAR for 2016.

**SMART Goal 3 WE MET THIS GOAL And EXCEEDED IT**

Puentes Middle will increase the number of students who are mastering their math standards at grades 6, 7, and 8 by at least 5% during the 2015-2016 school year.

### Student Achievement Needs

There will always be student achievement needs until eveyr student achieves 100% mastery of the TEKS. From our dat analysis, we have identified th following as the most current, critical student achievement needs. They are listed in priority order:

**We will need to put in the root cause**

### SMART Goal 1

Puentes Middle will increase their math scores from an 83% average to 90% average for all three grade levels on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

### SMART Goal 2

Puentes Middle will increase 8<sup>th</sup> Grade Science scores from 84 % Met Standard to 94% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points.

### SMART Goal 3

Puentes Middle will increase their ELAR (reading and writing) from an 84% average in reading to a 94% average for all three grade levels on the STAAR tested TEKS. In addition, our writing scores will increase from 79% to 90%. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

### SMART Goal 5

Puentes Middle will increase 8<sup>th</sup> Grade Social Studies scores from 88 % Met Standard to 98% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase 10% points and our Advanced Performance scores will increase by 10% points.

## School Culture and Climate

### School Culture and Climate Summary

#### I. Campus Safety (Goal 1)

SSG Manuel R. Puentes Middle School will provide a safe environment for students, staff, and community with the continued implementation of the Emergency Operations Plan. We will ensure that our students and staff are knowledgeable and able to implement the EOP by providing a series of training and drills throughout the school year to be prepared for multiple emergency situations. Staff will monitor during student morning entrance, class transitions, lunch times, and dismissal after school. Our front entrance provides a single point of entry for our community entering our campus and they will be required to provide identification that is checked using the Hall Pass system. Visitors will be given a visitor ID and will be escorted to their destination. We will utilize our School Resource Office (SRO) and security guard to continue monitoring the campus throughout the day with an emphasis before, during, lunch time, and after school.

### School Culture and Climate Strengths

#### I. Campus Safety (Goal 1) Strengths of Safety

For the 2016-2017 school year SSG Manuel R. Puentes will conduct weekly Olweus Bullying classroom activities every Tuesday during first period following a modified bell schedule. Teachers will have access to district developed lessons and activities, as well as video clips from the Connect With Kids website that will be provided to them by Mr. Rendon, Asst. Principal. We will also use data from the Olweus student survey to plan for lessons that address issues reported by students and data for teacher training at the beginning of the year.

The "Make It Count" philosophy will continue to be our focus for increasing student attendance. The overall student attendance for 2015-2016 was 96.89% which met the district goal of 97% for middle schools. We will continue to inform students of the requirements of House Bill 5 which specifically outlines the attendance requirements and loss of credit guidelines by conducting parent meetings, student agenda information reminders, and letters sent home to students. The campus attendance committee will meet every 4-weeks to review student attendance issues and send notification home to parents. Our campus attendance program will provide student recognition each month through morning announcements and grade level recognition every Monday. Perfect attendance for students will be recognized through the end of year campus awards ceremony.

Student discipline issues will be addressed with the implementation of a counselor support group that will address self-esteem, making better choices, goal

setting, and responding to peer pressure.

Counselors will provide staff with training on Senate Bill 460 regarding mental health care for students and staff as well as other required trainings such as: CPS, Suicide Protocol, etc.

## **School Culture and Climate Needs**

### **I. Campus Safety (Goal 1)**

#### **Needs of Safety**

Administration, counselors, and campus security will continue to provide response and intervention based on student information, perceived threats, and outcries. Training will be provided for staff at the beginning of the year by counselors, campus security, and administration.

We will continue to communicate on a weekly basis the true definition of the concept of "bullying" and counselors/SRO/administration will provide bullying prevention presentations/talks throughout the year as needed.

Puentes Middle School will strive to reach 100% of all intruder drills meeting the campus and district expectations.

Based on the Puentes Middle School Climate Survey from 2014-2015 areas of need were:

#### **Parents felt their children were not being encouraged to take challenging classes.**

\* There is no longer a teacher recommendation or a test that determines if you can take Pre-AP or high school classes. The faculty and staff do reach out to parents to inform them of the rigor and skills needed to succeed.

\* Puentes Middle School held a parent night, that was attended by 200 parents and students, to offer encouragement and answer any questions they had about their child taking challenging classes.

\* Students will be supported in their academics through after school tutoring and or online programs to help them be successful.

#### **Students felt that their learning was not fun.**

\* Teachers have been give staff development that has introduced them to differentiated instruction best practices.

\* Teachers will be reading *The End of Molasses Classes: Getting Our Kids Unstuck--101 Extraordinary Solutions for Parents and Teachers* by Ron Clark and attending a staff development led by the author. This book gives 101 suggestions to make learning challenging and fun.

**Teacher felt that they were not receiving adequate training on new technology**

\* We had our district technology trainer assigned to our campus introduce new helpful technology applications during 2 of our half day staff development days.

\* In the 2016-2107 school year we will invite our technology trainer back once a 9 weeks to review and scaffold on the technology that has been presented. New technology will be introduced based on a survey given to the faculty.

\* Every 3 weeks teachers lesson plans will have to reflect the use of the technology learned at least once.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### III. Highly Qualified Staff

Puentes Middle School will begin the 2016-2017 school year with 51 classroom teachers who will serve approximately 900 students in grades 6th – 8th.

### **Staff Quality, Recruitment, and Retention Strengths**

#### III. Highly Qualified Staff

##### Strengths of Staff:

Puentes Middle School will retain and prepare highly qualified teachers through rigorous and relevant staff development. On-going staff development is an integral part of assisting teachers and will be provided through campus and district initiatives such as The Fundamental Five. Classroom teachers will all receive training for PDAS/Walkthroughs, Fundamental Five expectations, SPED/ESL/GT differentiation.

The teachers and staff will participate in professional development throughout the year and will participate in weekly department meetings to collaborate with their colleagues, plan lessons, analyze data, and discuss student progress. Two SCEI coaches will assist teachers with support for lesson planning, data desegregation, classroom activities, and modeling the lesson as needed.

The Special Education department will be structured following the district implementation of the Stetson Model and providing students with the least restrictive learning environment. Additional training in the implementation of the PAS class, and the Stetson structure (Specialized Support, Co-teaching) will be on-going. We will also need to focus and provide our staff with needed resources to assist students with appropriate interventions for instructional success and for expectations to assist with meeting the standard on STAAR assessments.

ESL instruction will follow the district implementation of the SIOP Model of Best Practices. A Temporary Instructional Aide (TIA) will work with the classroom teacher to provide additional support and small group/one-on-one instruction for ESL students. We will provide an additional class period for ESL first and second year students that will include enrichment with reading and writing language based and phonetic activity support.

College Board training will be offered through the UTEP Summer Institute for teachers teaching 7th and 8th grade Pre-AP content courses. Teachers will also have the opportunity to attend the district offered training provided in June and July.

In June, our 7th and 8th grade campus Advancement Via Individual Determination (AVID) team, to include a SPED teacher will attend the summer institute for training in program implementation to include teaching AVID strategies throughout all all our classes and various program strands (such as implementation, counseling, and leadership.)

Technology training will be provided for all faculty and staff by campus and district personnel. The technology training for the classrooms will involve a half day of training at the beginning of the year and then several follow up trainings planned throughout the year. Teachers will receive on-going training for TRS, Eduphoria, Stetson, READ 180, System 44, IPADS, TTM, and the use of Surface tablets applications.

Professional Development will also be supported through the incorporation of a campus wide book study, "*The End of Molasses Classes: Getting Our Kids Unstuck--101 Extraordinary Solutions for Parents and Teachers*" by Ron Clark and attending a staff development led by the author. The book deals with research based best practices to help students with their social emotional and academic growth.

Staff development will continue to focus on providing strategies to teachers that enhance depth and rigor by continuing the use of KAGAN cooperative learning strategies and SIOP Best Practices. Additional training opportunities for new teachers will be researched.

### **Staff Quality, Recruitment, and Retention Needs**

#### III. Highly Qualified Staff

Needs of Staff:

Continue to provide and require on-going technology training for all faculty and staff in the use of the new Surface tablets, Mimeo software, and online resources.

Review and analyze data for instruction and assessments from the use of district initiatives through department meeting discussions.

Provide campus mentors for those teachers new to Puentes.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

#### **II. Instruction (Goal 2)**

Instruction will continue to implement research based teaching strategies and materials, practice vertical alignment among core content areas, disaggregate test data and create common assessments/lesson plans through a common department planning period.

### **Curriculum, Instruction, and Assessment Strengths**

#### **II. Instruction (Goal 2)**

##### **Strengths of Students**

At Puentes Middle School through the use of TRS, direct and focused instruction are key to ensuring student academic success. The key components of the TRS curriculum are:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for curriculum delivery
- Innovative Technology
- Aligned written, taught, and tested curriculum

SCEI coaches, department chairs, and administration ensure quality instruction through a process of continual classroom walkthroughs and feedback to teachers.

All subpopulations will be monitored and assessed to ensure that all students identified will be successful on all STAAR assessments. These subpopulations include Hispanic, African American, White, Economically Disadvantaged, Native American, English Language Learners, and Special Education students. Student success will be ensured through a number of interventions, such as accelerated instruction that is provided during the school day, after school and/or during intersession tutoring. Classroom teachers, instructional aides, curriculum coaches, and college tutors will work closely with all students on a daily basis. Students will also be afforded with opportunities for success through small group instruction during advisory time, and through the AVID Program for both 7th and 8th grade students and through computer programs that are designed specifically to support their academic needs such as I-Station. The AVID program's mission is to close the achievement gap by preparing students for college readiness and success in a global society. Our campus writing curriculum will continue to incorporate the "Empowering Writers" program to provide additional activities focused on strengthening student writing skills. Identified 6/7/8th grade students not meeting standard on the STAAR Reading test will be provided with I-Station as a required elective to provide assistance on specific reading skill assistance.

At SSG Manuel R. Puentes Middle School student achievement will be closely monitored each academic grading period. Every 9-week grading period an academic review committee meeting (made up of parents, teachers, students, and administration) will be conducted for students failing two or more core courses. Interventions will be reviewed and a plan will be developed for students through the RTI process for all at risk students.

All classrooms are equipped with a Mimeo Interactive White Board that enhances student learning and supports instruction. Computer labs and classrooms are available to support programs such as Read 180, System 44, I-station reading intervention, Rosetta Stone, and Gateway to Technology through Project Lead the Way. Instruction is also supported through the library media center with a focus on skills for 21st century learners. State of the art technology will be available to all students and teachers to support student learning.

The Gifted and Talented program will be incorporated and supported in a variety of ways. Students will be put in a Homeroom class together with their GT coaches to allow the students to collaborate. Students will be given an opportunity to participate in Destination Imagination allowing their creative side to flourish by working together as a team on theme-centered assigned challenges. Students also are provided with team building activity through an off campus field trip opportunity. Students will research and prepare original project presentations that will be featured at the campus and annual District GT showcase. Students are also offered elective opportunities that provide students with high school credit such as, Spanish, Algebra I, and Gateway to Technology. Pre-AP courses for 7th and 8th grade students are available to provide a more rigorous academic challenge.

All 8th grade students enrolled in Algebra I met or exceeded the standard on the Algebra I End of Course assessment earning high school credit.

The Stetson Model will serve as the structure of academic services for our Special Needs population for instructional placement by providing them with the least restrictive environment. During the 2016-17 school year, we will continue to implement a PAS Class (Practical Academics Skills) providing students an instructional program that will include pre-vocational and community-based activities for students that have cognitive skill challenges. The PAS students will be involved in school activities that promote our “green campus” designation, such as the implementation of a “Green Team Recycling Program.”

Reading Intervention, though the READ 180 program, will be provided to students who are identified as dyslexic and/or qualify based on state assessment STAAR data. We will also incorporate an I-Station Reading Lab for identified students based on STAAR data.

Teachers will include best practice instruction for English Language Learners using the Sheltered Inclusion Observation Protocol Model (SIOP). The computer based program System 44 will be provided as part of instruction for all identified dyslexia students.

The Physical Education program will involve students in a variety of activities that encourage the importance of nutritional and physical well-being. Physical education will be enhanced through the use of fitness equipment that promotes lifelong wellness with a program of cardio strength, flexibility and endurance. We will provide students with after school athletics in grades 7th and 8th for both boys and girls. In addition, a 10-week brain research program will be implemented into the curriculum for 7th grade P.E. students by a trained Health/PE teacher.

The campus nurse and cafeteria manager will provide presentations which reflect nutrition and healthy eating habits throughout the year and upon request.

Extra-curricular activities will offer students a way for involvement and participation in a wide variety of sports and clubs such as, UIL Academics, Yearbook Club, Art Club, Student Council, AYPYN, and Geography Club. Students’ written work will be showcased monthly at the campus level and through participation in the annual District Literary Anthology. Puentes Middle School is also proud to support a chapter of the National Junior Honor

Society. Puentes Middle School students will have the opportunity to learn about their future with an emphasis on the environment as one of three LEED certified “Green” campuses. Students will be encouraged to save energy by walking or riding bikes to school each day. We will teach the 3 “R’s” Recycle, Reuse, and Reduce by providing activities such as Watt Watchers, a recycling “Green Team”, and learning about how to live a “Green Life”. After school activities will also be provided through the use of AYPYN funds by incorporating a variety of activities that students may get involved in.

Puentes Middle School realizes that recognizing students for their accomplishments is important in building leadership in students. Teachers from each grade level will select students to represent their grade level to the Principal’s Advisory Committee (PAC). Students will serve as a student advisor to the campus principal by providing her with a student perspective on issues that are directly related to student involvement and participation. Student recognition ceremonies such as Bobcat of the Month, 9-week Honor Roll, Make It Count (attendance) and End of the Year Awards ceremonies will all serve to celebrate Puentes students for their achievements.

A supportive Counseling program will prepare students for the next phase of education. Counselors also provide in-class presentations and College Career Readiness Plans which are developed with the assistance of the 8th grade Exploring Careers Elective. Student safety is supported through classroom presentations that incorporate the Olweus Bullying Prevention Program. Eighth grade students will complete the HB5 required endorsement verification plan prior to high school registration. Counselors will provide teachers and students with updated information regarding HB5 requirements as it becomes available.

## **Curriculum, Instruction, and Assessment Needs**

### **II. Instruction (Goal 2)**

## **Needs of Students:**

Increase the Reading and Writing Performance in 7th grade.

Increase the Advanced Performance rates in all grade levels and all tested content areas on the STAAR assessments.

Increase Math performance for all students at 6th, 7th, and 8th grades based on the raw score data.

Increase the number of students enrolled in Algebra I.

Increase the Science met standard and advanced performance for 8th grade.

Continue the AVID Program and monitor the fidelity and ensure all teachers/students are using the tutorology and expected components for success.

Our counselors will work to develop a comprehensive guidance and counseling program necessary for Counselors Reinforcing Excellence for Students in TEXAS (CREST.) Our counselors, CIS, and Parent Liaison will work closely together to implement and monitor a student program to assist the transition of military student dependents into our school. Puentes Middle School will incorporate a student transition program for students who come in during the academic school year from out of town to ensure all students have a student support system. The Parent Liaison will provide more parenting classes in the evening to provide choice to meet the needs of all parents.

Based on the State System Safeguards Report for Puentes Middle School, our Special Education population in the area of Reading had a 64% passing rate and a 40% passing rate for Social Studies. Our ELL, current and monitored population, had a 41% passing rate in Science. The performance rate state targets for 2015 were set at 60%, therefore, this is an area we will closely monitor by providing SIOP, ELPS, CT, Power Planning, and 3, 6, and 9 week data reviews to ensure we meet the System Safeguards for 2016.

## **SMART Goals for Puentes Middle School for the 2016-2107 based on our STAAR data that was reviewed are:**

### **SMART Goal 1**

Puentes Middle will increase their math scores from an 83% average to 90% average for all three grade levels on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

### **The strategic steps that will be taken to accomplish this goal will be:**

- Provide nine week planning sessions
- Using differentiated instruction to meet the needs of all learners
- collaborate through data talks on 3, 6, 9, week assessments
- After school tutoring will be thematic based on TEKS and SE's the students are struggling with
- Incorporate technology software programs (such as TTM, Compass Learning, Measuring Up and a lab class)
- Utilizing resources such as Measuring Up and STAAR Masters to create higher order level assessment questions questions

## **SMART Goal 2**

Puentes Middle will increase 8<sup>th</sup> Grade Science scores from 84 % Met Standard to 94% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points.

### **The steps that will be taken to accomplish this goal will be:**

- Provide nine week planning sessions
- Using differentiated instruction to meet the needs of all learners
- collaborate through data talks on 3, 6, 9, week assessments
- After school tutoring will be thematic based on TEKS and SE's the students are struggling with
- Incorporate technology software programs Compass Learning

## **SMART Goal 3**

Puentes Middle will increase their ELAR (reading and writing) from an 84% average in reading to a 94% average for all three grade levels on the STAAR tested TEKS. In addition, our writing scores will increase from 79% to 90%. Our special population scores, to include SPED, ESL, and 504 students will

increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

**The strategic steps that will be taken to accomplish this goal will be:**

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- Provide nine week planning sessions
- Using differentiated instruction to meet the needs of all learners
- collaborate through data talks on 3, 6, 9, week assessments
- Vertically aligning SE's that students struggled with (ie poetry)
- Using PEG writing and Empowering writers to help all of our students
- After school tutoring will be thematic based on TEKS and SE's the students are struggling with
- Incorporate technology software programs
- Using data students that are in need of accelerated instruction to be successful will be placed in an additional writing elective class.

**SMART GOAL 4**

Puentes Middle will increase 8<sup>th</sup> Grade Social Studies scores from 88 % Met Standard to 98% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase 10% points and our Advanced Performance scores will increase by 10% points

**The strategic steps that will be taken to accomplish this goal will be:**

- Provide nine week planning sessions
- Using differentiated instruction to meet the needs of all learners
- collaborate through data talks on 3, 6, 9, week assessments
- After school tutoring will be thematic based on TEKS and SE's the students are struggling with
- Incorporate technology software programs

**SMART Goal 5** Puentes Middle School counseling team will increase applications to advanced academic high school programs from by 10%. We will look at applications turned.



**The strategic steps we will take to accomplish this goal will be:**

- To inform the 8th graders in more depth about the advanced academic high school programs through presentations
- Attend required trainings
- We will ask for teachers to promote advanced academic programs through Home Room and 8th grade classes.
- Have a parent night with a description of the different programs available in high school

**Smart Goal 6**

Puentes Middle school will provide the AYPYN program (Army Youth Program In Your Neighborhood) for all military-connected students attending after school clubs, activities, sports, and tutoring; with a weekly attendance of 10% in August 2016 to an increase of 25% in May of 2017.

**The strategic steps we will take to accomplish this goal will be:**

- SSG Manuel Puentes Middle School will provide an increase number and wider variety of after school clubs and activities.
- We will advertise our programs through TWITTER, REMIN ME APP, our Maruqee, callout and announcements
- AYPYN funding will cover extra duty pay for faculty members who offer a weekly club; snacks and drinks will be provided to the military students that attend an activity; club supplies and transportation for field trips will be cover by AYPYN funding, positively impacting attendance

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### **IV. Community Partnerships**

Puentes Middle School believes that parental involvement is extremely important and an integral part of our students' education. Activities that promote and support improved academic performance through active parental/community engagement will be our focus.

### **Family and Community Involvement Strengths**

#### **IV. Community Partnerships**

##### **Strengths of Parent/Community:**

A Parent Information Night will be conducted in July to provide parents with an opportunity to meet the administration and have the opportunity to tour the campus. Student Led Conferences will be conducted twice per year to pass our report cards and to give students the opportunity to have face to face conversations with their parents about goal setting, academic strengths and discuss areas needed for improvement.

In April our annual Parent Information Fair will be held that will provide information on many different topics that affect our students. For example school extra curricular activities in middle and high school, health information, advanced academics, tutoring opportunities etc...

Puentes Middle will hold two military evenings for families to assist them with transitioning and to answer questions they may have regarding college readiness, extra-curricular programs and to introduce our Communities in Schools Program.

All parents will be invited to attend evening parent presentations provided by our counselor, parent liaison, campus police officer, and community representatives on topics of interest which will include such topics as: Academic Support, Drugs and Gangs, Avoiding Peer Pressure, Bullying/Cyberbullying and College Readiness. Our community will participate and be involved in career awareness through an annual Career Day. Students will be given an opportunity to hear featured speakers from many different career choices as well as view careers that are showcased with hands on opportunities. Students will receive college exposure by celebrating their favorite college or university and listening to featured college/university media presentations via morning announcements.

The Partners in Education Program will be enhanced at the campus by continuing to build a strong sense of community with our area businesses and community. Parents are an integral part of the school. Our Parent Liaison will provide instruction in English language development, computer and technology skills, health and nutrition, and other requested parenting topics. Our Parent Liaison will also incorporate the Latino Family Literacy Program and provide parent meetings and support to all parents. Our Parent Volunteer program is designed to involve parents who will assist with school events, class

room activities, field trip chaperones, and office clerical assistance throughout the school year. Parental communication will be provided through the use of technology by providing online newsletters, Tyler SIS Parent Portal which will allow parents with a way to check and monitor student grades on a regular basis. The campus web page will be supplied with information on school related activities and upcoming events for parents to browse and become informed about our school happenings. Our marquee will be updated regularly to provide parents with information on a regular basis and we will provide our office staff with customer service training to ensure a positive and welcoming school climate.

In the 2015-2016 school year the number of parent volunteers increased by 300%.

## **Family and Community Involvement Needs**

### **IV. Community Partnerships**

#### **Needs of Parent/Community:**

Work to increase our campus parent volunteer program and the number of parents who attend parent presentations.

Increase the number of parents who participate in the Latino Family Literacy Program and parent meetings.

Start a GED program for the community.

## School Context and Organization

### School Context and Organization Summary

#### V. Accountability for All

Through the efforts of a highly committed and professional administration, faculty, and staff, we will engage in instructional practices and initiatives that ensure that all students, focusing on the student subgroups, are academically successful. Our goals will be based on exceeding district, state, and federal accountability standards as measured by reports such as the Performance-Based Monitoring Analysis System (PBMAS.)

We will continue to implement research based teaching strategies and materials, practice vertical alignment among the core content areas, utilize common assessments and provide common planning times. These strategies will provide students with meaningful and effective academic interventions to support their academic growth.

Planned professional development for teachers will provide support and resources to achieve professional and instructional growth to achieve high student academic achievement rates. We will schedule data feedback sessions with Curriculum and Instruction personnel to analyze data from the prior year's STAAR assessments, current year district benchmark assessments, and common assessments.

Throughout the year, we will provide activities to engage parents in the educational process to ensure the academic and behavioral success of students, such as during Open House, Student Led Conferences, Family Nights for content classes ("Family Math/Science Night"), informational meetings (HB5, requirements, Advanced Academy opportunities, area school meetings, etc.)

Students will have opportunities to express their musical and creative abilities as well as athletic through a variety of fine arts and extracurricular programs.

#### Needs of Accountability::

To utilize the district personnel such as, Chief Academic Officer, Bilingual Director, and Special Education Director to support our subpopulations to meet the standards of state assessments, increase rigor and advanced performance for all students.

Provide continuous safety monitoring through the use of district guidance for planning and implementation of the district and campus Emergency Operation Plan.

#### VI. Summary

SSG Manuel R. Puentes Middle School continues developing a strong sense of Bobcat pride and teamwork through faculty, staff, administration, and our school community. It was evidenced through a positive school climate survey that all stakeholders felt a sense of ownership and belonging.

The campus success was noted through academics, athletic and our fine arts programs. Social Studies 8th grade had the highest passing rate for all middle

schools at 86% surpassing both the district and state passing rates. We made gains of 8.47% in 7th grade writing and an 8.77% gain in advanced performance in 8th grade Reading. The campus surpassed both the district and state in all STAAR tested areas. We also received athletic recognition in boys soccer, football and track. Our band, choir, and orchestra received sweepstakes at SISD/UIIL competitions.

We continue to meet the challenges put before us and will continue to grow and improve making our goal for the 2015-16 school year one that will continue to add to our journey of success.

Our vision, "One Team, One Journey, Our Future" will continue to be held to the highest standards by the Puentes Students, Faculty, Staff, and Administration.

### **School Context and Organization Strengths**

#### V. Accountability for All

##### Strengths of Accountability:

We will continue to implement research based teaching strategies and materials, practice vertical alignment among the core content areas, utilize common assessments and provide common planning times. These strategies will provide students with meaningful and effective academic interventions to support their academic growth.

Planned professional development for teachers will provide support and resources to achieve professional and instructional growth to achieve high student academic achievement rates. We will schedule data feedback sessions with Curriculum and Instruction personnel to analyze data from the prior year's STAAR assessments, current year district benchmark assessments, and common assessments.

Throughout the year, we will provide activities to engage parents in the educational process to ensure the academic and behavioral success of students, such as during Open House, Student Led Conferences, Family Nights for content classes ("Family Math/Science Night"), informational meetings (HB5, requirements, Advanced Academy opportunities, area school meetings, etc.)

Students will have opportunities to express their musical and creative abilities as well as athletic through a variety of fine arts and extracurricular programs.

##### Needs of Accountability::

### **School Context and Organization Needs**

#### V. Accountability for All

## Needs of Accountability::

To utilize the district personnel such as, Chief Academic Officer, Bilingual Director, and Special Education Director, Technology Trainer, to support our subpopulations to meet the standards of state assessments, increase rigor, data talks, and advanced performance for all students.

Provide continuous safety monitoring through the use of district guidance for planning and implementation of the district and campus Emergency Operation Plan.

We continue to meet the challenges put before us and will continue to grow and improve making our SMART goals for the 2016-17 school year one that will continue to add to our journey of success.

# Technology

## Technology Summary

Technology training will be provided for all faculty and staff by campus and district personnel. The technology training for the classrooms will involve one full day of training at the beginning of the year and then several follow up trainings planned throughout the year.

Teachers will receive on-going training for TRS, Eduphoria, Stetson, READ 180, System 44, IPADS, and the use of Surface tablets.

## Technology Strengths

Puentes Middle School is a new facility and was equipped with the latest technology:

- There are IWB board in every staff development and classroom in the building.
- There is at least 1-2 desktop in each classroom.
- We are equipped with 4 computer labs and 30 computers in the Library.
- We have a cart with 30 iPads

The district has assigned our campus a Technology Trainer that is invited to come a present the latest research based best applications to our faculty and staff during the 1/2 day Staff Development Days as well as at our Department Meetings at least once a 9 weeks.

Teachers include technology in their lesson plans.

## Technology Needs

### 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.

Objective 2.3 For the 2015-2016 school year, 100% of SSG Manuel R. Puentes 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.

Provide additional supports for all sub-populations that includes the use of personnel, resources and computer based programs to supplement instruction in the core content areas.

Objective 2.6 For the 2015-2016 school year, SSG Manuel R. Puentes Middle School will improve its student state assessment scores in Mathematics by 5% based on the standard set by the state.

Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, TI nSpire calculators, and manipulatives.

Objective 2.9 For the 2015-2016 school year, SSG Manuel R. Puentes Middle School will provide all ESL students in grades 6-8 with an elective ESL Lab class if they are new to the U.S. or have been enrolled two years or less to assist with language development using Rosetta Stone

Students will use the software computer program Rosetta Stone in the ESL Lab on a daily basis to improve their language and comprehension skills

## Goal 5

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.

Objective 5.2 During the 2015-2016 school year, 100% of SSG Manuel R. Puentes Middle School teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Implement a research based and data driven instructional model using the following supports: Reading Intervention/READ 180 - r books, System 44, Sheltered Instruction (SIOP), iStation, AVID Program, Gateway To Technology through Project Lead the Way, TRS, STAAR Master workbooks, Rosetta Stone, TCM Kits, and Empowering Writers materials/supports.

Facilitate student learning by utilizing technology through all aspects of the curriculum using: Digital cameras, Laptop computers, headphones for computer labs, Brain Pop license, Edusmart computer program, iPad Apps, graphing calculators, jumpdrives



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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, and keeping safety a top priority.**

**Performance Objective 1: Objective 1.1**

For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will continue to improve upon and implement a plan of action to ensure that its stakeholders feel safe at school and school events. We will decrease our suspensions and minimize bullying incidents by 5%. The data will come from comparing the 2015-2016 PEIMS discipline report to the 2016-2017 report .

100% of the faculty will be trained on the Emergency Operations Plan and data and documentation will be used to ensure compliance.

**Evaluation Data Source(s) 1: Strength:**

Small group rotations allowed teachers to get important information and updates regarding Emergency Operations Plan. Teachers also received updated safety information through our CIP meetings throughout the 2015-2016 school year.

**Needs:**

In the 2016-2017 school year an updated Emergency Operation Plan will be provided to all new and returning staff. Also, provide staff information on all scheduled drills and evacuation procedures. This coming year administration will also train staff on the reunification process.

Reduction in number of referrals by End-of-year data will show a decrease of 5%

**Strengths:**


Counselor led groups were not implemented this school year therefore, success or failure could not be measured.

**Needs:**

During the 2016-2017 School year, each counselor will be responsible for two small groups per semester.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>                      1) Campus staff will receive training/information on the Emergency Operations Plan. Teachers will be trained during the July staff development.</p>	1, 2, 4, 10	Administration, Campus Safety Coordinator (AP), District Police Officer, Security Officer	Sign in sheets for training Demonstration of training during drills Teachers will be able to properly implement components of the Emergency Operations Plan during drills or actual emergency events	✓	✓	✓

<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.	1, 2, 4, 10	Teachers	Lesson plans for EOP/drill instruction Class rosters signed by students Students will be able to implement proper emergency drill procedures as directed by teachers.	✓	✓	✓
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 3) During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.	1, 2, 4, 10	Teachers	Lesson plans for EOP/drill instruction Class rosters signed by students Students will be able to implement proper emergency drill procedures as directed by teachers.	✓	✓	✓
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 4) During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.	1, 2, 4, 10	Teachers	Lesson plans for EOP/drill instruction Class rosters signed by students Students will be able to implement proper emergency drill procedures as directed by teachers.	✓	✓	✓
						

**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, and keeping safety a top priority.

**Performance Objective 2:** Objective 1.2

For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Documentation will be provided that ensures the implementation of all required emergency drills as scheduled by the district safety coordinator.

**Evaluation Data Source(s) 2:**

100% of the faculty will be trained on the Emergency Operations Plan and data and documentation will be used to ensure compliance.


**Strengths:**

In the 2015-2016 school year staff and students were prepared for safety drills and multiple emergency scenarios. Fire Drill evacuation times have been reduced to 2 minutes or less.

**Needs:**

In 2016-2017 we will include larger groups for specialized drills (i.e. gas leaks, severe weather). Practice Evacu Track evacuation method to ensure all wheelchair bound students are safely exited during a drill. Safety audit was conducted April 4-May 13, 2016.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.	1, 2, 4, 10	Completion of all required drills with forms turned in to District Safety Coordinator	Students and staff will be better prepared to implement the required emergency drills.	✓	✓	✓
						

**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, and keeping safety a top priority.

**Performance Objective 3:** Objective 1.3 For the 2016-2017 school year Puentes Middle School will work at keeping the bullying incidents at zero. This is what was accomplished in 2015-2106 when the bullying incidents dropped from 38 to 0.

**Evaluation Data Source(s) 3:**

Reduction of bullying related incidents as reported by PEIMS from 2015-16 to 2016-17.


**Strengths:**

Small group rotations allowed teachers to get important information, student survey, resources, and materials for Olweus and Connect with Kids Program. Puentes Middle School had 0 bullying incidents reported in 2015-16.

**Needs:**

Provide additional materials that are relevant to middle school students. Create an avenue for conflict resolution in order to decrease incidents during lunch. Use the SRO, Counselors, and parent liaison to provide certain Olweus Lessons in order to foster positive relationships between all members of the learning community.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Provide yearly training for staff during the July professional development week to include access and use of Olweus and Connect with Kids resources and materials, and data from the 2015-2016 Olweus student survey.	1, 2, 3, 4, 9, 10	Campus Olweus Team	Teacher effectiveness in the implementation of the campus bullying prevention program. Student understanding and appropriate use of strategies learned from the Olweus lessons. Sign in sheets from training	✓	✓	✓
2) Provide students with weekly/Tuesday Olweus lessons incorporating Olweus and Connect With Kids resources and materials.		Classroom Teachers	Administration and district personnel walkthroughs and feedback.	✓	✓	✓
						

**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, and keeping safety a top priority.

**Performance Objective 4:** Objective 1.5

For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase from 96.80% to 98.4%.

**Evaluation Data Source(s) 4:**  
Perfect attendance student awards

Strengths:  
Puentes student attendance increased from 96.3% to 96.89%

Needs:  
We will continue the following as well as add more incentives:  
Make it count percentages are announced every Monday. Administration awarded 3/6/9 week perfect attendance winners with treat (chips,candy, coke, and coupon for free ice cream cone). For the second semester grade levels were awarded "free dress" for having the best attendance in the 3 week competition.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>1) Student attendance for the 2016-17 school year will continue to be monitored monthly for an improved increase form 96% to 97%.</p> <p>For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase by 1% over the attendance rate of the previous year.</p>	1, 2, 6, 9, 10	Starting the second 9-weeks the groups will meet each week with counselors for a specific topic/lesson.	Increased number of students attending the weekly group meetings.			
<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: Objective 2.5**

Puentes Middle will increase their ELAR (reading and writing) from an 84% average in reading to a 94% average for all three grade levels on the STAAR tested TEKS. In addition, our writing scores will increase from 79% to 90%. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

will provide all ESL students in grades 6-8 with an elective ESL Lab class if they are new to the U.S. or have been enrolled two years or less to assist with language development using Rosetta Stone to help accelerate their learning of the English language.

**Evaluation Data Source(s) 1:**

**Strengths:**

Students were provided with STAAR workbooks for use during tutoring. Teachers used the resource to target areas of need based on campus and district benchmark data and will continue to use it in summer school.

Using data students were provided additional re-teaching of Student Expectations they did not master during their Advisory Period.

Rosetta Stone, I-Station, RAPS 360, and Lexia were used as additional support for all sub-populations. Teacher Instructional Aide (TIA) works with ELL students.









**Needs:**

For the 2016-2017 school year the STAAR Master workbooks will continue to be used as a resource for common assessments and data collection in order to address the needs of students. Empowering Writers and scope magazines will be utilized to enhance writing for 6th, 7th and 8th grade students.

Personnel to include TIA and SCEIs are working with content teachers to assist student learning. Computer based programs such as I Station, Mind Play, and Rosetta Stone are being utilized in ESL Lab classes for newcomer ELL students. For next year, students will be scheduled by grade level into and ESL Lab in addition to their grade level reading class in order to better serve students (ratio 1:15). Wilson program will be implemented in the Read 180 program.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p><b>State System Safeguard Strategy</b></p> <p>1) Provide all 6 - 8th grade ELAR students with STAAR appropriate resources, workbooks for practice in reading and writing to use through tutoring as an intervention.</p> <p>2. 1) Students will use the software computer program Rosetta Stone in the ESL Lab on a daily basis to improve their language and comprehension skills.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Teachers, Administration, ESL teachers</p>	<p>Tutoring sign in sheets Progress reports Students progress reports</p> <p>On-going monthly student data reports Teacher observations</p> <p>STAAR scores Numbers of students meeting standards in ELAR Use of Rosetta Stone log in reports and reports from the computer program 3-6-9 week computer assessments. Evidence of computer usage reports 3-6 week Progress Reports and 9 week Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - \$12,000.00, 199 - General Fund: Bilingual - \$0.00</p>						
<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 2:** Objective 2.6

Puentes Middle will increase their Math scores from an 83% average to 90% average for all three grade levels on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points for all three grade levels.

**Evaluation Data Source(s) 2:**

**Strengths:**

Students were provided resources such as Brain Pop, Measuring Up workbooks, TiNspire calculators and manipulatives. They will continue to be provided with research based materials and resources in summer school.

Using data students were provided additional re-teaching of Student Expectations they did not master during their Advisory Period.









**Needs:**

Continue the use of TiNspire calculators by 7th and 8th grade students to enhance classroom instruction. Implement the use of Think Through Math in the Math Lab and tutoring to provide targeted interventions.

Teachers will reach out to SPED and ESL teachers to plan so as to ensure their lesson plans are using research best practices to differentiate instruction.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, TI nSpire calculators, and manipulatives.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI Coach, Administration	<p>Grade level lesson development, classroom walkthrough documentation and STAAR results</p> <p>Tutoring sign-in sheets, progress monitoring of student progress</p> <p>Common/Unit assessments, 9-weeks tests and district benchmark data</p> <p>Incorporate technology software programs (such as TTM, Compass Learning, Measuring Up and a lab class)</p> <p>Utilize resources such as Measuring Up and STAAR Masters to create higher order level assessment questions</p>			
Funding Sources: 211 - Title I, Part A - \$9,495.00						

<p><b>State System Safeguard Strategy</b></p> <p>2) Teachers in grades 6-8 will attend new STAAR standard training to learn about using bar models and hands on activities linking to Algebra; Geometric activities built on logic and problem solving. Instructional materials will be included in this training.</p>	<p>1, 3, 4, 8</p>	<p>Teachers, SCEI Coaches, Administration</p>	<p>Teachers will incorporate strategies into lesson plans during grade level lesson development. Administration will observe and document classroom walkthroughs and STAAR results. Progress monitoring of student progress. Improve passing rate for the 9 weeks, and improved STAAR scores. Common/Unit assessments, 9-weeks tests and district benchmark data</p>	<p></p>	<p></p>	<p></p>
<p>Funding Sources: 211 - Title I, Part A - \$1,000.00</p>						
<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 3:** Objective 2.7

Puentes Middle will increase 8th Grade Science scores from 84 % Met Standard to 94% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase by 10% points and our Advanced Performance scores will increase by 10% points.

**Evaluation Data Source(s) 3:**

**Strengths:**

Students were provided with materials and resources to complete lab activities.

Using data students were provided additional re-teaching of Student Expectations they did not master during their Advisory Period.


**Needs:**

Teachers will use materials and resources in innovative hands-on lab activities. Research additional resources such as Compass Learning to assist Science teachers in developing rigorous lessons for lab activities.

Teachers will reach out to SPED and ESL teachers to plan so as to ensure their lesson plans are using research best practices to differentiate instruction.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b> 1) Provide all Science students with materials and resources, such as the Edusmart, "Mentoring Minds Motivation Secondary Science Workbook" for students in 8th grade, Science term dictionaries to use as an intervention for STAAR testing and preparation.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI Coach, Administration	Grade level development Classroom walkthroughs Progress monitoring of at risk students. Common/Unit assessments 9-week assessments			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
<p><b>State System Safeguard Strategy</b> 2) Provide all Science students with materials and resources to complete lab activities, such as: beakers, test tubes, graduated cylinders, goggle, aprons, animals for dissection.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI Coach, Administration	Lesson plans Department planning Lesson delivery, walkthroughs, progress reports, report cards Common and unit assessments			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
<p><b>State System Safeguard Strategy</b> 3) All 8th grade students will participate in an interactive field trips.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI Coach, Administration	Grade level lesson planning Lesson delivery, walkthroughs, Common and unit assessments			
Funding Sources: 211 - Title I, Part A - \$300.00						

 = 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 4:** Objective 2.8

Puentes Middle will increase 8th Grade Social Studies scores from 88 % Met Standard to 98% Met Standard on the STAAR tested TEKS. Our special population scores, to include SPED, ESL, and 504 students will increase 10% points and our Advanced Performance scores will increase by 10% points

**Evaluation Data Source(s) 4:**

Strengths:

Students utilized ISNs and Reading Study Guides to increase student performance.

Using data students were provided additional re-teaching of Student Expectations they did not master during their Advisory Period.

Needs:

Teachers will meet as a department and work by grade level to maximize the use of all supplemental materials.

Teachers will reach out to SPED and ESL teachers to plan so as to ensure their lesson plans are using research best practices to differentiate instruction.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) Provide all Social Studies students with materials and resources to use as an intervention for STAAR testing.	1, 4, 8, 9, 10	Teachers, SCEI coach, Administration	Grade level lesson plans Classroom development Progress monitoring at 3/6/9 weeks Common/Unit assessments 9-week assessments			
Funding Sources: 211 - Title I, Part A - \$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 5:** Puentes Middle School will commit to providing all students the latest programs and technology to increase rigor and college and career readiness in our classrooms.

**Evaluation Data Source(s) 5:** Strengths: On our STAAR CHART we are Advanced Tech and Target Tech on several of our supports due to our equipment being 3.5 years old.

Needs: We have desktop computers that no longer work in the classrooms and therefore students are not able to utilize differentiated instruction software and programs purchased to help them master their SE's.

We will commit each year to purchasing computers and software for all of our classrooms to make sure they meet this objective. We will begin this year with classrooms with the most need.

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) Provide every classroom with at least one fully functional desktop computer and classes with special populations have at least two desktop computers.</p>	1, 3, 5, 8, 9	Librarian, Administration, SCEI , Technology Specialist	<p>Through TTESS walkthroughs and observations of classrooms we will see students using the technology and programs.</p> <p>Student use of IWB lessons</p> <p>Use of data driven purchased software</p>			
Funding Sources: 211 - Title I, Part A - \$11,500.00						
<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 1:** Objective 3.2

For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will maintain 100% Highly Qualified teachers in all core academic subjects. SBEC and transcripts will be used to ensure we hire HQ teachers.

**Evaluation Data Source(s) 1:**

Conduct end-of-year review of open positions to be filled for the next school year. Ensure candidates are properly certified.

**Strengths:**

To date all of our teachers are 100% Highly Qualified in all core academic subjects.

**Needs:**

Continue to hire teaches that are 100% Highly Qualified in all core academic subjects at SSG Manuel R. Puentes Middle School, for the 2016-2017 school year.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.	1, 2, 5, 10	Administration, Human Resources Department	Follow-up walkthrough data Eduphoria data of teacher instruction  Teacher implementation of walkthrough recommendations Improvement in instructional delivery Provided professional development in areas of instructional need	✓	✓	✓

**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:** Objective 3.3

During the 2016-2017 school year, SSG Manuel R. Puentes Middle School will increase the number of professional development opportunities offered to employees by 10% as compared to the 2015-2016 school year. Will use data of the number of professional development each teacher attended. Review of student data for the year: 9-weeks grades, Benchmark scores, STAAR scores compared to prior year.

**Evaluation Data Source(s) 2:**

**Strengths:**

Pre-AP training was provided for a total of 4 teachers. Teachers were able to incorporate instructional skills in rigor and techniques in their content area.

AVID Summer Institute was provided for a five new teachers, increasing the site team to 15 members. Site team members provided professional development at the beginning of the school year and C-note taking strategies were implemented school wide. The site team also held monthly meetings.

The AVID library was purchased. Training was provided to AVID site team and materials were utilized. Three college tutors were hired. CIS also assisted to meet student/tutor ratio.

**Needs:**

Due to an increase in student enrollment and the addition of FTEs, and teachers leaving additional teachers will be trained at UTEP's College Board Summer Institute. We will also send a team of 6th grade teachers to this training, to prepare them to teach advanced courses and add 6th grade AVID for the 2017-18 school year. In addition, we will utilize our district Technology Trainer to come in during Department meetings to teach us technology applications that will compliment our best practices in the classroom.

For the 2016-2017 year, teachers new to AVID will be sent to Summer Institute, current site team members will receive their second year of AVID training strands. Site team members will provide training to the entire staff at the beginning of the school year and through department meetings.

The AVID Weekly will be utilized by all teachers. Lessons are aligned with common core standards and teach AVID critical reading strategies. Certain lessons also include ELL embedded scaffolds.

Tutorial training will be provided to additional staff members assisting in AVID tutorials; including but not limited to CIS, SAC Aide, and Library Aide. Two additional tutors will also be hired to meet the student/tutor ratio.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>1) Provide teachers with training at the summer College Board Summer Institute at UTEP that will give teachers advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.</p>	1, 2, 3, 4, 5, 10	Teachers, Administration	<p>Use of strategies integrated into the curriculum with students in the PreAP core classes as evidenced in the weekly lesson plans. Differentiation of instruction for students in PreAP classes as compared to non-PreAP classes.</p> <p>3-week Progress Reports grades, 9-week Report Card grades</p> <p>End-of-year assessments, grades, and STAAR Test</p>			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>2) Provide continued training and materials for the campus AVID team of teachers in the implementation of the AVID program to support student success.</p>	1, 2, 3, 4, 5, 6, 9, 10	Teachers, AVID Team, SCEI coaches, Counselors, Administration	<p>Campus AVID team implementation of the program at the start of the 2015 - 2016 school year. Students scheduled in the AVID program. Teacher agendas, activity plans, and resource materials. Students participating in the AVID program experience greater success in their classes, are more organized, are excited about learning and coming to school, are provided College Readiness through Pre-AP classes.</p> <p>Grade comparisons for students in the AVID program each 9-weeks. Benchmark data at Fall and Spring progress monitoring. AVID elective progress data.</p> <p>Review of student data for the year: 9-weeks grades, Benchmark scores, STAAR scores compared to prior year.</p>			
Funding Sources: 211 - Title I, Part A - \$12,000.00						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>3) Provide the resources and materials to support the AVID program (AVID Library)</p>	1, 2, 9, 10	Librarian, AVID Coordinator, Administration	<p>Implementation and purchase of materials for the AVID program. Availability of the AVID library materials for student use. Use of the AVID library materials.</p> <p>Number of students who continue in the AVID program in high school.</p>			
Funding Sources: 211 - Title I, Part A - \$4,000.00						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>4) Provide college tutors for students enrolled in the AVID elective class two times per week.</p>	1, 2, 9, 10	AVID coordinator, AVID elective teacher, college tutors, administration	<p>Number of students scheduled for the AVID elective class</p> <p>Number of students receiving AVID tutoring</p> <p>3/6 week progress reports</p> <p>9-week report cards</p>			
Funding Sources: 211 - Title I, Part A - \$25,000.00						
<p><b>State System Safeguard Strategy</b></p> <p>5) Will provide teachers with staff development that is needed based on data and teachers feedback. Benchmarks, common assessments, TAPR report and System Safeguards will be used to determine what is needed.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration, SCEI coaches, Teachers	An increase in students success in their grades , common assessments and STAAR assessments.			
<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:** Objective 3.4

During the 2016-2017 school year, SSG Manuel R. Puentes Middle School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

The 2016-2107 Safegurad indicator data will be compared to the 2016-2106 data to check for growth.

Teacher feedback to administration during staff development of topic impact. STAAR data, benchmarks, and common assessments will be used as well.

**Evaluation Data Source(s) 3:** Strengths:

Needs:

In 2016-2017 the Puentes faculty will be reading Roger Clark's book " End of Molasses Classes: Getting Our Kids Unstuck" to help teach the whole faculty best practices to motivate student while increasing the rigor in our classrooms. We will also be purchasing the Empowering Writing curriculum, AVID support material and STAAR Masters (high order core questions) to meet all of our safeguards.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) In Fall of 2016 the Puentes faculty will be reading Roger Clark's book " End of Molasses Classes: Getting Our Kids Unstuck" to help teach the them research based best practices to motivate student while increasing the rigor in their classrooms.</p>	1, 2, 4, 5, 9, 10	Department Chairs, SCEI Coaches, Administration	<p>Their will be designated reading assignments and discussion points teachers will need be prepared to discuss at department meetings.</p> <p>Teacher teams will be assigned a day in which they will lead the whole department through the discussion points.</p> <p>Walkthroughs will be conducted to check for implementation of the best practices the faculty said would benefit their students.</p>			
Funding Sources: 211 - Title I, Part A - \$740.00						
<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 4:** Objective 2.1

By the end of the 2016-2017 school year, 100% of SSG Manuel R. Puentes Middle School teachers will be able to educate students on the requirements of House Bill 5. At end-of-year, all 8th grade students will complete the Endorsement Verification Form (EVF) and the College Career Readiness Plan (CCRP) that was created to educate all its students on different careers and skills needed to be successful in college. The counseling team will increase applications to advanced academic high school programs from by 10%.

**Evaluation Data Source(s) 4:**

**Strengths:**

100 % of faculty members were presented with HB5 requirements, process and implications for our students. Students were better prepared to select an Endorsement going into 9th grade.

100% of 8th graders were enrolled in Exploring Careers. They were exposed to interest inventory software and technology opportunities. Apply Texas, PAAM and TSI were administered to all 8th graders during the Spring semester, the amount of time needed to appropriately administer these assessments needs to be established in the fall. Needs:

Selection of Endorsement may need to occur later in the school year in order to properly prepare all 8th graders with all available options.

A Career fair was held in October 2015, varied community members participated exposing all students to careers in all Endorsement areas. Counseling program applied and received the Counselors Reinforcing Excellence for Students in Texas (CREST) for the 2015-2016 school year. Needs:

Classroom presentations for College and Career readiness will begin in 6th grade to familiarize students with the terminology necessary to make well informed decisions in 8th grade.

Career day will be in the Fall of 2016, members of varied businesses will be invited. Counselors will extend an invitation to all advanced academies in SISD.









Counseling program will apply for the (CREST) Counselors Reinforcing Excellence for Students in Texas during the 2016-2017 school year.

Counseling team will establish a Counselor Advisory Counsel during the 2016-2017 school year.

When developing the calendar for the 2016-2017, counselors will work in conjunction with the Exploring Careers teacher to develop a comprehensive plan to better meet the needs of the 8th graders.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p><b>State System Safeguard Strategy</b></p> <p>1) During July staff development, counselors will provide a HB5 presentation for all teachers to include any updated information.</p>	<p>1, 2, 4, 6, 9, 10</p>	<p>Teacher sign in sheets for HB5 presentation</p>	<p>Teachers will successfully complete a pre/post quiz of important HB5 concepts. Teacher will be able to share the information/terminology with students during the school year.</p>			
<p>  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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: Objective 4.1**

During the 2016-2017 school year, SSG Manuel R. Puentes Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students. Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment will be used to verify that we meet this objective.









**Evaluation Data Source(s) 1: Strengths:**

Puentes hosted our first Annual Parent Information fair, continue to provide educational classes for our parents, still working on our campus to provide GED/ESL classes to our community

**Needs:**

In 2016-2107 we will continue to provide support and encouragement for our parents to participate with their child's campus and events. We will continue to improve our Annual Parent Information Fair to bring more information to our parents that is helpful, in keeping our lines of communication open at all times, and to find better ways to send information home about events.

**Summative Evaluation 1: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>1) Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences.</p>	1, 2, 6, 9, 10	CIS Coordinator, Parent Liaison, Counselors, Administration	Calendar schedule of events, programs, trainings; website postings; parent phone calls, products made during workshops Sign in sheets, phone logs Evidence of parent attendance at presentations, meetings, workshops. Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment			
Funding Sources: 211 - Title I, Part A - \$18,772.00						
 = 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:** Objective 4.2

For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will increase the number of notifications sent through Twitter, School Webpage and Emails to at least once a week to keep parents, businesses, and community members informed.

Sign-in sheets and a Climate survey will be conducted to see if our communication plan was effective.


**Evaluation Data Source(s) 2:** Strengths:

Our campus had an increase of parent involvement in our parenting classes and volunteerism this year. We would like to continue seeing a growth this upcoming school year.

Needs:

We need to continue providing our parents with notifications on a weekly basis: sent via email, newsletters, calendars, call-outs and keeping our homepage up to date.

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>1) Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation.</p>	1, 2, 6, 9, 10	CIS coordinator, Parent Liaison, Administration	<p>Calendar of events, website postings, calls through School Messenger, parent meeting sign in sheets, marquee information, foyer area TV monitor, Remind 101</p> <p>Documented notifications, calendars, sign in sheets</p> <p>Documentation of parent participation at campus events and parent meetings.</p> <p>Sign-in sheets, Campus Climate Survey data</p>	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						











**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:** Objective 4.3

By the end of the 2015-2016 school year, SSG Manuel R. Puentes Middle School will increase, by 5 over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education. End-of-year comparison of number of partners for 2016-16 to 2016-17, and documentation of activities completed.

**Evaluation Data Source(s) 3:** End-of-year comparison of number of partners for 2016-16 to 2016-17, and documentation of activities completed.

**Summative Evaluation 3:** Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>                      1) Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.</p>	1, 2, 9, 10	CIS, Counselors, Parent Liaison	Additional agreements between campus and new partners. Port/motivation of students in their academics, goal setting, and college and career readiness. Attendance at campus events, and incentives/donations provided by Partners in Education, community organizations, and institutions of higher learning. End-of-year comparison of number of partners for 2014-15 to 2015-16, and documentation of activities completed.			
Funding Sources: 211 - Title I, Part A - \$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:** Objective 4.4

For the 2016-2017 school year, SSG Manuel R. Puentes Middle School will have a minimum of 3 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Data from the Parent School Climate Survey that is given yearly and that is provided in the front office for parents to fill out after each visit will give us the feedback if we are providing good customer service.









**Evaluation Data Source(s) 4:** Strengths:

This training was effective because we tied it back to SOC training. We did not meet the 3 customer service training.

Needs:

The use of GOALS book was minimal. Customer service training was provided in January and will be incorporated in the beginning of the year staff development. Two more trainings will be provided.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>1) Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.</p>	1, 2, 4	Counselors, Administration	<p>Sign-in sheets of trainings provided at the beginning, middle and end of year.</p> <p>Staff provides positive assistance to parents Data from Parent School Climate Survey.</p> <p>Positive comments from parents after assistance by school staff</p>			
<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: Objective 5.1**

For the 2016-2017 school year we will increase by 10% students in all subgroups at SSG Manuel R. Puentes Middle School that meeting district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System, End-of-year at-risk reports ,final grade reports, STAAR assessment data by subgroups and the TAPR report will be utilized to see if we met this objective.

**Evaluation Data Source(s) 1: Strengths:**

Students were put in an appropriate placement, with program support and materials and resources they needed to achieve their full potential.

\*ESL students were provided additional linguistic support through the use of Istation. Read 180/System 44 were also provided to our ESL and struggling readers and dyslexic students. ESL classes were also smaller. \*Creative writing classes were provided to students who scored low on STAAR writing or TELPAS writing. \*STAAR Lab was provided for students for whom assessment data indicated a need for additional support for math.\* In our initial scores that have been released we are showing a gain in our scores for our ESL populations and a slight increase in our SPED testing scores.

Fall semester advisory focused on reading and writing skills. During the second semester all core teachers were assigned to a rotation in which the teachers were assigned to a different room every 4 days to address SE's that data showed the students were weak in. The SE's addressed were then scaffolded into the next common assessment to check for understanding.

**Needs:**

Our number 1 SMART Goal for the 2016-2017 school year will be to increase all of our special population to include advanced scores by 10% points under the new scoring standards. \* We will accomplish this by placing all special populations (SPED,ESL, and GT) in a 30 minute Home Room with teachers that are highly qualified to serve their needs.

\* We will use assessment data from STAAR, final report card grades, and teacher recommendation to schedule struggling student in classes that will support them.

\* We will schedule our ESL students in a ELAR lab that will utilize Read 180, Empowering Writing curriculum and Rosetta Stone to help accelerate their learning.

- SPED students will be placed according to ARD into Co-Teach classes and will also be placed into a Writing or Math lab.

For the 2016-2017 school year we will be placing all student to one of their teachers for homeroom. Homeroom classes will target interventions and develop content lessons based on teacher rotations. All special populations (SPED,ESL, and GT) will be assigned to teachers that are highly qualified to serve their needs.

**Summative Evaluation 1: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 1) Provide all students and subgroup populations with appropriate placement, program supports, materials and resources (such as library books, STAAR materials, dictionaries, technology program) to achieve their full potential.	1, 2, 3, 9, 10	Administration, Counselors, Teachers, SCEI coaches	Documented identification and placement in special programs and instructional settings. Student progress as documented by various assessments (grades, common/benchmark assessments, STAAR test results)			
				Funding Sources: 199 - General Fund: SCE - \$0.00		
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 2) Utilize Advisory to provide small group interventions to ensure student subgroup populations meet accountability standards by scheduling students to a core	1, 2, 3, 8, 9	Teachers, CIS, Parent Liaison, Administration	Student groups/rosters for Advisory intervention. A decrease in the number of students coded at risk due to failing core content class grades. 3/6/9-week student progress reports End-of-year at-risk reports Final grade reports STAAR assessment data			
				Funding Sources: 211 - Title I, Part A - \$17,500.00		
= 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:** Objective 5.4

During the 2016-2017 school year, SSG Manuel R. Puentes Middle School administrators will schedule at least 4 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Teacher lesson plans using results from data analysis, 3/6 week student progress reports, and 9 week report cards. End-of-year student final grades and STAAR assessment data.

Through the assistance of our SCEI coaches, we will continue to disaggregate data after each benchmark administration in order to identify students who will need additional support. Teachers will create campus common assessments at the 3, 6, and 9 week for each marking period based on the data.

**Evaluation Data Source(s) 2:** Strengths:

Data feedback sessions with SCEI coaches and instruction personnel were conducted during planning time after each benchmark administration to acquire support and resources.

Needs:

Through the assistance of our SCEI coaches, we will continue to disaggregate data after each benchmark administration in order to identify students who will need additional support. Teachers will create campus common assessments at the 3, 6, and 9 week for each marking period based on the data.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>1) Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources.</p>	1, 2, 3, 4, 9, 10	SCEI coaches, Administrators	Scheduled data sessions during department meetings and lesson planning. Teachers data analysis of benchmark assessments and 3,6,9 weeks common assessments. Support and resources provided by Curriculum and Instruction personnel.			
Funding Sources: 211 - Title I, Part A - \$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:** Objective 5.5

During the 2016-2017 school year, SSG Manuel R. Puentes Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 15% as compared to the 2015-2016 school year. Increased parent/teacher communication documented on teacher logs or Eduphoria, data collected from Parent School Climate Survey, parent sign in sheets and school surveys will be utilized to meet this objective.

**Evaluation Data Source(s) 3:**




**Strengths:**


All of the strategies mentioned were successful because our parent volunteer count increased and we met the goal of increasing attendance by 15%.

**Needs:**

Provide information through: tables for parents during Student Led Conferences, beginning of the year Open House, participate in the father/son and mother/daughter conferences, and continue with 2nd Annual Puentes Parent Information Fair. Parent involvement and participation has increased due to parent classes. More opportunities to actively recruit parent volunteers through email, and call outs, We would like to start up ESL and GED courses in order to bring in more parents.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>1) Provide activities and information of interest to parents to increase their attendance at school meetings and events and to help them transition their children from elementary to middle school.</p>	1, 2, 6, 7, 9, 10	Parent Liaison, CIS Coordinator, Counselors, Administrators	<p>Increased parent attendance documented by sign-in sheets. Parents are more knowledgeable and involved in student/school activities.</p> <p>Sign-in sheets after meetings/activities. Increased parent/teacher communication documented on teacher logs or Eduphoria. Parent Portal utilized by parents, log of assistance.</p> <p>Increased parent/teacher communication documented on teacher logs or Eduphoria. Data collected from Parent School Climate Survey.</p>			
Funding Sources: 211 - Title I, Part A - \$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 4:** By Spring 2017, the percentage of interventions documented on Eduphoria by teachers at SSG Manuel R. Puentes Middle School for appropriate academic support will increase by 100% over the 2016-2017 school year. We will use comparison data from last school year to ensure that teachers have doubled the amount of documentation from the 2015-2106 school year.

**Evaluation Data Source(s) 4:** End-of-year documentation report from Eduphoria/ARMS Final report card grades STAAR scores

Strengths:

Student progress can be monitored by all teachers and assessed by the RTI Team. Based on this information, student interventions are implemented.

Needs:

Provide research-based interventions as resources to meet the needs of at-risk students.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) 1) Provide training for teacher in the use of the Eduphoria/ARMS system to document student interventions. Establish a calendar of documentation dates linked to each 3/6/9 week reporting period.</p>	1, 2, 3, 4, 6, 8, 9, 10	Teachers and administration will review each 3-weeks of documentation on Eduphoria/ARMS for students at-risk, and those failing any subject.	Teachers will be more aware of student progress and will be able to plan for modification to instruction to meet student needs. Parent contact will be included as part of the documentation.			
<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:** For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase from 97.4% to 98.4%.

**Evaluation Data Source(s) 5:** Perfect attendance student awards

**Strengths:**

Puentes student attendance increased from 96.3% to 96.89%

**Needs:**

We will continue the following as well as add more incentives:

Make it count percentages are announced every Monday. Administration awarded 3/6/9 week perfect attendance winners with treat (chips,candy, coke, and coupon for free ice cream cone). For the second semester grade levels were awarded "free dress" for having the best attendance in the 3 week competition.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) 1) Student attendance for the 2016-17 school year will continue to be monitored monthly for an improved increase form 96% to 97%.</p> <p>For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase by 1% over the attendance rate of the previous year.</p>	1, 2, 6, 9, 10	Starting the second 9-weeks the groups will meet each week with counselors for a specific topic/lesson.	Increased number of students attending the weekly group meetings.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus staff will receive training/information on the Emergency Operations Plan. Teachers will be trained during the July staff development.
1	1	2	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	1	3	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	1	4	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	2	1	Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.
1	3	1	Provide yearly training for staff during the July professional development week to include access and use of Olweus and Connect with Kids resources and materials, and data from the 2015-2016 Olweus student survey.
1	4	1	Student attendance for the 2016-17 school year will continue to be monitored monthly for an improved increase from 96% to 97%. For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase by 1% over the attendance rate of the previous year.
2	1	1	Provide all 6 - 8th grade ELAR students with STAAR appropriate resources, workbooks for practice in reading and writing to use through tutoring as an intervention. 2. 1) Students will use the software computer program Rosetta Stone in the ESL Lab on a daily basis to improve their language and comprehension skills.
2	2	1	Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, TI nSpire calculators, and manipulatives.
2	2	2	Teachers in grades 6-8 will attend new STAAR standard training to learn about using bar models and hands on activities linking to Algebra; Geometric activities built on logic and problem solving. Instructional materials will be included in this training.
2	3	1	Provide all Science students with materials and resources, such as the Edusmart, "Mentoring Minds Motivation Secondary Science Workbook" for students in 8th grade, Science term dictionaries to use as an intervention for STAAR testing and preparation.
2	3	2	Provide all Science students with materials and resources to complete lab activities, such as: beakers, test tubes, graduated cylinders, goggles, aprons, animals for dissection.
2	3	3	All 8th grade students will participate in an interactive field trips.
2	4	1	Provide all Social Studies students with materials and resources to use as an intervention for STAAR testing.

Goal	Objective	Strategy	Description
2	5	1	Provide every classroom with at least one fully functional desktop computer and classes with special populations have at least two desktop computers.
3	1	1	Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.
3	2	1	Provide teachers with training at the summer College Board Summer Institute at UTEP that will give teachers advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.
3	2	2	Provide continued training and materials for the campus AVID team of teachers in the implementation of the AVID program to support student success.
3	2	3	Provide the resources and materials to support the AVID program (AVID Library)
3	2	4	Provide college tutors for students enrolled in the AVID elective class two times per week.
3	2	5	5) Will provide teachers with staff development that is needed based on data and teachers feedback. Benchmarks, common assessments, TAPR report and System Safeguards will be used to determine what is needed.
3	3	1	In Fall of 2016 the Puentes faculty will be reading Roger Clark's book " End of Molasses Classes: Getting Our Kids Unstuck" to help teach the them research based best practices to motivate student while increasing the rigor in their classrooms.
3	4	1	During July staff development, counselors will provide a HB5 presentation for all teachers to include any updated information.
4	1	1	Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences.
4	2	1	Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation.
4	3	1	Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.
4	4	1	Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.
5	1	1	Provide all students and subgroup populations with appropriate placement, program supports, materials and resources (such as library books, STAAR materials, dictionaries, technology program) to achieve their full potential.
5	1	2	Utilize Advisory to provide small group interventions to ensure student subgroup populations meet accountability standards by scheduling students to a core
5	2	1	Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
5	3	1	Provide activities and information of interest to parents to increase their attendance at school meetings and events and to help them transition their children from elementary to middle school.
5	4	1	1) Provide training for teacher in the use of the Eduphoria/ARMS system to document student interventions. Establish a calendar of documentation dates linked to each 3/6/9 week reporting period.
5	5	1	1) Student attendance for the 2016-17 school year will continue to be monitored monthly for an improved increase from 96% to 97%. For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase by 1% over the attendance rate of the previous year.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus staff will receive training/information on the Emergency Operations Plan. Teachers will be trained during the July staff development.
1	1	2	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	1	3	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	1	4	During the first two weeks of school, teachers will provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	2	1	Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.
1	3	1	Provide yearly training for staff during the July professional development week to include access and use of Olweus and Connect with Kids resources and materials, and data from the 2015-2016 Olweus student survey.
1	4	1	Student attendance for the 2016-17 school year will continue to be monitored monthly for an improved increase from 96% to 97%. For the 2016-2017 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase by 1% over the attendance rate of the previous year.
3	1	1	Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.
3	2	1	Provide teachers with training at the summer College Board Summer Institute at UTEP that will give teachers advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.
3	2	2	Provide continued training and materials for the campus AVID team of teachers in the implementation of the AVID program to support student success.
3	2	3	Provide the resources and materials to support the AVID program (AVID Library)
3	2	4	Provide college tutors for students enrolled in the AVID elective class two times per week.
4	1	1	Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences.
4	2	1	Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation.
4	3	1	Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	4	1	Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.
5	1	1	Provide all students and subgroup populations with appropriate placement, program supports, materials and resources (such as library books, STAAR materials, dictionaries, technology program) to achieve their full potential.
5	1	2	Utilize Advisory to provide small group interventions to ensure student subgroup populations meet accountability standards by scheduling students to a core
5	2	1	Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources.
5	3	1	Provide activities and information of interest to parents to increase their attendance at school meetings and events and to help them transition their children from elementary to middle school.

# State Compensatory

## Budget for SSG. Manuel R. Puentes Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
1991104930000006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,431.95
1991104930180006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,583.23
1991204930000006129	6129 Salaries or Wages for Support Personnel	\$6,182.93
<b>6100 Subtotal:</b>		<b>\$310,198.11</b>

**Personnel for SSG. Manuel R. Puentes Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gallegos, Tanya	SCE-Teacher	Read 180/Wilson/AVID	1
Garcia, Alicia C	Teacher	ESL	.17
Garcia, Sylvia	SCE Intervention Coach	SCEI	1
Janiszewski, Erica A.	Library AIDE	At Risk	.50
Limon, Jeannette	SCE Intervention Coach	SCEI	1
Loya, Carlos	Teacher	Math Intervention	1
Twomey, Catherine	Teacher	Writing Intervention	.33
Valencia Mendoza, Juliette	SCE-Teacher CSR	ESL	1



# Title I

## Schoolwide Program Plan

SSG Manuel R. Puentes Middle School is one of 48 campuses in Socorro Independent School District. SSG Manuel R. Puentes Middle School opened its doors in July 2013 as one of SISD's three green campuses working to attain LEED Gold Certification. The campus serves predominantly middle class type families with a high military population. The school has one of the top attendance rates with high state achievement rates on STAAR.

For the 2015-2016 school year, SSG Manuel R. Puentes Middle School will serve approximately 825 students in grades 6th–8th, serving 72 English Language Learner students, 51 students in the Gifted and Talented program, 45 students identified for 504 services, and 77 students are currently scheduled to be served through special education services.

Our School-wide Title I program will consist of parent involvement activities, extended day for math, reading, science and social studies; professional staff development and Communities in Schools Program. Our State Compensatory Program (SCE) will consist of two curriculum specialists utilizing best practices to assist teachers and at-risk students, a DAEP center, and extended week/year for math and reading. Starting on the first day of school our students will begin their day with Breakfast in the Classroom.

Among the services we will offer students to provide additional instructional interventions are: System 44 (a program rich in phonics) for students identified with dyslexia, Next Generation Read 180 intervention for reading, remediation in identified STAAR testing content areas through the use of I- Station, the use of Rosetta Stone for ESL students new to the U.S. and enrichment in the fine arts curriculum. In addition, a library aide and temporary instructional aide will provide curriculum interventions to students identified as being at risk based on their 2015 STAAR testing results. An afterschool program called Army Youth Program in Your Neighborhood (AYPYN) will also be incorporated to provide transition assistance for the students of military families.

CIS/ Communities in School services will be available for students and parents by our CIS Liaison. She will be able to assist students and families with transitioning, uniform assistance, after school peer tutoring and will work with our counselor and parent liaison to provide parents with information on required and requested topics.

A parent liaison will provide parenting classes which will be based on results from parent surveys, such as, health and nutrition, student test taking skills, bullying awareness, helping parents and students transition to middle school, and ESL computer based instruction classes.

SMART goals have been added with strategies under Goal 2 Instruction for the 2015-2016 school year based on identified needs and STAAR data.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

**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).

In

## **2: Schoolwide Reform Strategies**

**School Wide 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** 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**

Not Applicable

## **5: Strategies to attract highly qualified teachers**

**Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** 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** 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**

**Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** 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**

**Effective, Timely Additional Assistance** 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**

**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>
Clark, Tucker	Social Worker	Community In Schools	.5
Dominguez, Deyzia	Tutor-College	AVID	1
Player, James	Tutor College	AVID	1
Sanchez, Carlos	Teacher Instructional Aide	ESL	1

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Monica Castro	Principal
Administrator	Al Rendon	Assistant Principal
Business Representative	Teri Gilmore	Spectrum Copiers
Classroom Teacher	Ana Martinez	ELAR Teacher -6
Classroom Teacher	Carlos Loya	Math Teacher-8
Classroom Teacher	Crance Clemmons	Elective Teacher
Classroom Teacher	Salina Cobos	Elective Teacher
Classroom Teacher	Alicia Garcia	ELAR/ESL Teacher- 6
Classroom Teacher	Joanne Gonzalez	Science Teacher -7
Classroom Teacher	Isabella Herrera	SPED Teacher
Classroom Teacher	Krystal Lozano	EPAC Representative
Classroom Teacher	Maria Prignano	SPED Teacher
Non-classroom Professional	Sylvia Garcia	Curriculum Coach
Paraprofessional	Elizabeth Ortega	Scheduling Clerk
Parent	Valerie Saenz	Community Representative
Parent	Jessica Polanco	Parent Volunteer

# Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	2	1	CIS refer to strategy 4.1.1		\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	1	General fund SCEI Coaches - refer to strategy 2.3.2		\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1	Title I refer to strategy 2.4.1		\$12,000.00
2	2	1	Title I (\$1,495. Brain Pop) (\$5,000. resources)		\$6,495.00
2	2	1	Compass Learning		\$3,000.00
2	2	2	Title I (\$1000)		\$1,000.00
2	3	1	Title I (\$5,000. resources) SCEI Coach - refer to strategy 2.3.2		\$5,000.00
2	3	2	Title I (\$5,000.) SCEI Coaches - refer to strategy 2.3.2		\$5,000.00
2	3	3	Title I: (\$300 for buses)		\$300.00
2	4	1	Title I SCEI Coaches - refer to strategy 2.3.2		\$0.00
2	5	1	Titel 1 Part A		\$11,500.00
3	2	1	Title I (Summer Institute \$2,500.)		\$2,500.00
3	2	2	Title I (\$12,000.) SCEI Coaches - refer to strategy 2.3.2		\$12,000.00
3	2	3	Title I (\$4,000.)		\$4,000.00
3	2	4	Title I (\$25,000.)		\$25,000.00
3	3	1	Title I (\$740.)		\$740.00
4	1	1	Title I (\$1,272.) Parent Liaison (\$200) CIS (\$17,500.)		\$1,272.00
4	1	1			\$17,500.00

4	3	1	CIS refer to strategy 4.1.1		\$0.00
5	1	2	CIS refer to strategy 4.1.1		\$17,500.00
5	2	1	SCEI Coaches - refer to strategy 2.3.2		\$0.00
5	3	1	CIS Coordinator - refer to strategy 4.1.1		\$0.00
<b>Sub-Total</b>					\$124,807.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1	1 FTE (ESL Teacher) 1 TIA (Bilingual Budget)		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$124,807.00