

**Socorro Independent School District**  
**Socorro Middle School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Science  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



# Mission Statement

**At Socorro Middle School, it is our mission to provide a safe and welcoming learning environment to our school community. All students have an equal opportunity and will excel academically, socially and personally. We will prepare our students to be college and career ready, as well as to become life-long learners and productive members of society.**

# Vision

**Tomorrow's Leaders Learning Today**

# Value Statement

**At Socorro Middle School, we believe in:**

- High Expectations for all stakeholders
- Creating a Safe, Supportive, and Respectful Learning Environment
- Demonstrating Honesty, Integrity, Responsibility, and Pride
- Fostering Positive Student and Community Relationships

# Table of Contents

At Socorro Middle School, it is our mission to provide a safe and welcoming learning environment to our school community. All students have an equal opportunity and will excel academically, socially and personally. We will prepare our students to be college and career ready, as well as to become life-long learners and productive members of society. ....	2
Tomorrow's Leaders Learning Today .....	2
At Socorro Middle School, we believe in: .....	2
Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	8
School Culture and Climate .....	10
Staff Quality, Recruitment, and Retention .....	12
Curriculum, Instruction, and Assessment .....	13
Family and Community Involvement .....	14
School Context and Organization .....	16
Technology .....	17
Comprehensive Needs Assessment Data Documentation .....	18
Goals .....	19
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority. ....	19
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 .....	26
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and are career ready. ....	34
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. ....	40
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. ....	44
State System Safeguard Strategies .....	49
State Compensatory .....	50
Personnel for Socorro Middle School: .....	50
Title I .....	51
Schoolwide Program Plan .....	51
Ten Schoolwide Components .....	51

Title I Personnel .....	53
Site-Based Decision Making Committee .....	54
Campus Funding Summary .....	55

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Socorro Middle School is one of forty-eight campuses in Socorro Independent School District. Socorro Middle School opened its doors in 1990 and serves predominantly lower and middle class Hispanic families. Socorro Middle School serves approximately 596 students in grades sixth to eighth. Student enrollment by ethnicity is 3.19% American Indian, 0.17% Asian, .34% African American, 96% Hispanic, and .7% White. Enrollment by gender is 47.48% male and 52.52% females, with a low socioeconomic status of 92%. 86.41% of students are eligible for free or reduced meals.

Total Staff population is at 49.9 FTEs, 9.6% Anglo, 0% Asian, 90.4% Hispanic, 38.2% male and 61.8% female. 56.9% hold a Bachelors Degree, 39.9% hold a Masters Degree, and 3.2% hold a Doctorate Degree.

The overall mobility rate for the campus is approximately 17.2%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.96% with an increase of .31% from last year. There are a total of 259 discipline referrals this year, which is a 40% decrease from the previous school year. Socorro Middle School serves 139 Limited English Proficient (126 LEP served), 52 students in the Gifted and Talented program and, 27 students identified for 504 services. There are 60 students served through special education services. This year no initial referrals were submitted and no new students qualified for special education services.

Our School-wide Title I program consists of 2 Classroom Teacher Aides and a CIS Coordinator/Parent Liaison housed on campus to provide both students and their parents with educational enhancement support, supportive guidance, enrichment, health and human services, parental involvement, and career awareness/employment. Other programs offered on campus are ESL Classes, Technology Classes, and Bully Prevention information. To increase the parent population, the Parent Liaison also holds monthly “Coffee with the Principal” meetings Mobile Pantry Food Services for the community.

Our State Compensatory Program, consists of two academic State Compensatory Educational Intervention (SCIE) Coach which train and prepare teachers with research based professional development to meet the needs of all at-risk students. Our SCEI Coaches work on coordinating intervention programs for students who are failing or in danger of failing through failure meetings and the Response to Intervention (RTI) process. The Career and Technology education program is offered to all 8th Grade students by our Exploring Careers teacher. The goal of the CTE program is to ensure that 100% of students will have a College and Career Readiness Plan in place in coordination to our House Bill 5 (HB5) and an elected Endorsement of choice. Our CTE class, known as Exploring Careers, is a semester course that all 8th grade students take.

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">139</a>	23.32%
Career and Technical Education (CTE)	<a href="#">159</a>	26.68%
Free Lunch Participation	<a href="#">515</a>	86.41%
Reduced Lunch Participation	<a href="#">44</a>	7.38%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<a href="#">52</a>	8.72%
Special Education (SPED)	<a href="#">60</a>	10.07%
Title 1 Participation	<a href="#">596</a>	100.00%
Dyslexia	<a href="#">13</a>	2.18%
Homeless Statuses		
Homeless Status Total	<a href="#">8</a>	1.34%
Shelter	<a href="#">1</a>	0.17%
Doubled Up	<a href="#">7</a>	1.17%
Unsheltered	0	0.00%

Student Demographics	Count	Percent
Gender		
Female	<a href="#">313</a>	52.52%
Male	<a href="#">283</a>	47.48%

---

Ethnicity		
Hispanic-Latino	<a href="#">570</a>	95.64%

---

Race		
American Indian - Alaskan Native	<a href="#">19</a>	3.19%
Asian	<a href="#">1</a>	0.17%
Black - African American	<a href="#">2</a>	0.34%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">4</a>	0.67%

Two-or-More 0 0.00%

Student Total 596 100%

6th Grade 225 37.75%

7th Grade 196 32.89%

8th Grade 175 29.36%

### Demographics Strengths

The overall mobility rate for the campus is approximately 17.2%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.96% with a increase of .31% from last year. There are a total of 259 discipline referrals this year, which is a 40% decrease from the previous school year. Socorro Middle School serves 139 Limited English Proficient (126 LEP served), 52 students in the Gifted and Talented program and, 27 students identified for 504 services. There are 60 students served through special education services. This year no initial referrals were submitted and no new students qualified for special education services.

### Demographics Needs

At Socorro Middle School, our goal is to increase our student attendance to 97.5%, a 1.5% increase from the 2015-16 school year. We will reduce our discipline referrals from 259 to 225, which would be a 10% drop from last school year. We will increase our faculty and staff attendance to 97%. Parent Involvement will increase by adding 10 additional parent volunteers from the current three.

## Student Achievement

### Student Achievement Summary

In order for students at Socorro Middle to be college and career-ready, faculty and staff work together to create rigorous lessons throughout the grade levels and content areas that challenge students to think critically and problem solve. At Socorro Middle a variety of programs are offered throughout the year such as the Gifted and Talented Program where teachers differentiate instruction to enhance rigor and relevance of lessons and the delivery of instruction. All 8th Grade students are provide with the Exploring Career Course (CTE) where they learn to use decision making and problem solving skills for college and career planning. Students will explore valid, reliable, educational and career information to learn more about themselves, their interests, and abilities. Students integrate skills from academic subjects, technology and interpersonal communication in order to make informed decisions. Students use interest inventory software, the MECA system and other tools to explore areas of personal interest. Students prepare their 5 year plan in their CTE class together with their plan as per House Bill 5. HB5 is designed to instill more flexibility in public education by enabling students to either pursue a traditional path into colleges and universities or move directly into the workforce to help fill what business leaders say is a critical skills shortage. 8th Grade students through HB5 will be receiving an endorsement upon high school graduation as they fulfill their high school academic plan. Students in 7th and 8th Grade are able to enroll in rigorous courses at Socorro Middle such Pre-AP Math, Algebra I Reading, Science, and Social Studies. To better prepare them for rigorous courses in 7th and 8th grades, 6th and 7th grade students are exposed to differentiated instruction to address the needs of all our students. In addition to differentiated instruction, 6th and 7th grade students are offered the opportunity to participate in AVID through an application and selection process conducted at the end of their 5th and 6th grade year. AVID, Advancing Via Individual Determination, guides students through a college and career readiness pathway and curriculum. All students are given opportunities to participate in UIL academic events in order for students to compete and excel scholastically. The 2016-17 STAAR results show significant gains in 6th Grade Reading, 6th Grade Math, and 8th Grade Math, Reading, Science, and Algebra I. The content areas that will need additional support are 7th Grade Writing, Reading, and Math, 8th Grade Social Studies.

*Pending STAAR Results.* Should arrive in early July.

8th Grade Reading: 84%

8th Grade Math: 86%

Algebra I: 100% Met with 78% Advanced.

### Student Achievement Strengths



- For the 2016-17 school year, 8th Grade Socorro Middle School students improved their academic performance by 4% in Reading, 10% in Math, and a 28% advanced performance for Algebra I. 7th Grade students improved their academic performance by 0.3% in Math and 1.3% in Reading. 6th Grade students showed the most gains with an improved academic performance of 7.7% in Math and 13.2 % in Reading.

### **Student Achievement Needs**

- For the 2016-17 school year, Socorro Middle School will focus on increasing the met standard performance levels by 10% percentage points in Math, Reading and Writing, increase the met standard performance levels by 10-15% percentage points in Social Studies and Science, and increase the advance performance levels by 10% percentage points in each content area. ELL students at Socorro Middle School will earn an Advanced High in TELPAS by 10% percentage points.

## School Culture and Climate

### School Culture and Climate Summary

At Socorro Middle School we are seeing improvement in the areas of safety, instruction, discipline, and an overall positive school environment. Our student attendance did increase by .31%. We will continue building our P.R.I.D.E. team and initiative, which acknowledges and rewards the grade level with the highest weekly attendance, discipline and dress code compliance with free dress, and points toward their winter and spring field day. In order to continue improving in all areas, to include discipline, the campus improvement committee and the P.R.I.D.E. Committee will continue to work together and stay consistent on the structures set, while continuing to assess regularly and modify the structures as needed. To ensure the safety of all students, faculty, and staff, 3 more cameras will be installed inside the campus during the first semester of the school year. We currently have 10 cameras installed for additional safety. So far, STAAR Data shows increases in 8th grade Math and Reading, to include Algebra I, but pending the rest (coming in early July). As a campus, we will look closely at our academic programs and make the necessary adjustments so that Socorro Middle can continue to improve and meet all state safeguards. The goal is to ensure that students are writing across the curriculum and across the grade levels. Teachers will continue to receive professional development on discipline and classroom management, with the help of the P.R.I.D.E. committee, which will follow the PBIS model. The focus is to ensure that student learning is not interrupted because of inappropriate behaviors or bullying. We want to recognize the positive things our students are doing. Our instructional team will continue to provide professional staff development in the areas of SIOP, KAGAN, AVID, PBIS, PBL, Fundamental 5 and much more. By applying strategies from these programs, teachers will be able to offer students a rigorous, well paced, structured and challenging setting. Teachers will also be working with District Instructional personnel by attending trainings that ensure every teacher acquire a solid foundation in the core subject they teach, and continue to be highly qualified. Socorro Middle School faculty and staff will be given opportunities to work together to ensure that the best research based lessons are offered to each student.

### School Culture and Climate Strengths

The goal at Socorro Middle School is to build a positive school culture through increased teacher vs. student activities (basketball/volleyball game), presenting campus staff with a motivational speaker for the entire staff, Fall and Spring P.R.I.D.E. day activities for grade level winners, Fall / Spring Olweus Anti-Bullying week, activities (Valenkind Week), and rewarding campus teachers that had perfect attendance.

### School Culture and Climate Needs

The goal of Socorro Middle is to continue to be the “Pride of the Valley.” This will be achieved by increasing teacher attendance to 97%. and Student attendance by .5% percentage points. At Socorro Middle, parent participation stayed stagnant. In order to involve parents and the community, Socorro Middle needs to provide parents with more opportunities to get involved on campus via a full time Parent Liaison. Also, more interactive events need to be

offered that target our campus needs, to include AVID, anti-bullying and anti-drug awareness for parents. Student performances need to be incorporated to assist in parental involvement and buy in. Finally, more academic support needs to be established for students during the school day. One way to accomplish this would be through instructional support from our temporary instructional aides (BIL/At-Risk), as well as our AVID College tutors. These structures will show parents that we have the best interest of their child(ren), which in turn will promote more parental involvement. We also need to create an environment of collaboration among students and staff. We can optimize these opportunities during lunch with games that support collaboration and team building among students. Along with team building we can incorporate higher order thinking skills by adding games or activities that foster HOTS.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Socorro Middle School has a total staff population that is at 54 FTEs, 5.7%% Anglo, 91% Hispanic, 45% male and 55% female. 90% Hold a Bachelor's Degree and 20% hold a Masters Degree, with an average of 15 years of teaching experience. Teacher attendance was 96.80 % for the 2015-2016 school year. We will continue to maintain highly qualified and effective staff through on-going professional development and training. Creating a positive learning environment will help retain our existing teachers, to include recruiting highly motivated professional to our campus.

041041 - SOCORRO MS1000 - PROFESSIONAL/ADMINISTRATION	3
041041 - SOCORRO MS2000 - TEACHER	39
041041 - SOCORRO MS3000 - COUNSELOR	2
041041 - SOCORRO MS5000 - PARAPROFESSIONAL	9
041041 - SOCORRO MS6000 - AUXILIARY	11
041041 - SOCORRO MS6100 - AUXILIARY PT	2
041041 - SOCORRO MS7000 - SUBSTITUTE	2
041041 - SOCORRO MS8000 - STUDENT	3
041041 - SOCORRO MS9000 - TEMPORARY	5

## Staff Quality, Recruitment, and Retention Strengths

At Socorro Middle School, Staff Quality Recruitment, and Retention will increase by searching for new hires with previous educational experience, ensuring all English/Language Arts Teachers have an ESL certification or Endorsement, campus wide staff development on AVID strategies, implementation of PBIS Behavior strategies and supports, and ensure all teachers participate in weekly Professional Learning Community Meetings and ongoing professional development and support.

## Staff Quality, Recruitment, and Retention Needs

In order to improve staff quality, recruitment, and retention needs, Socorro Middle will hire a strong Social Studies teacher with U.S. History background, to increase our students meeting standard in the Social Studies STAAR exam, more individuals that have experience working with fragile students, to include the SPED and ELL sub populations, provide additional collaboration opportunities every 9 weeks for teachers, which would total up to two every 9 weeks.

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

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

Teachers at Socorro Middle are provided training and professional development in the areas of ELAR, Math, Science, and Social Studies through District program/initiatives, SCEI Coaches, Administration, Region 19 and State/National institutions, such as AVID Summer Institute. The SMS Instructional team provides trainings and professional development throughout the year during school hours, after school, and during the fall/spring/summer breaks, in the areas of curriculum and instruction, lesson planning, classroom management, technology, writing, and computer intervention programs that support the curriculum. Teachers are provided with one day every 9 weeks for planning, disaggregating and disseminating student data, after which they then use this data to create rigorous lessons and assessments. The District Instructional Department provides research based staff development throughout the year to ensure that teachers are up-to-date on new strategies and procedures. Teachers are provided with a data binder that helps track student assessment data, RTI information, parent contact logs, lesson plans, and meeting notes. This is designed to help them maintain awareness about the academic progress and needs of their students.

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

During the 2015-16 school year at Socorro Middle School, curriculum and instruction improved through scheduled additional collaboration days for our core content teachers and enhancing our instructional resources library for our teachers, to include Math IXL and Mentoring Minds. The campus instructional team utilized Fall and Spring Benchmark Data to drive instructional decisions that correlated to improved student performance in Math, Reading, Science and Social Studies. The campus administrative team increased the number of weekly walkthroughs to ensure that instruction was aligned state standards.

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

- For the 2016-17 school year, Socorro Middle School will focus on Social Studies lesson and activities that are rigorous and aligned to our state standards. SCEI coach and Secondary Instructional Officer will plan alongside our Social Studies team to increase our student success rate in Social Studies by 10-15% percentage points. The frequency of technology being utilized for instructional and student collaboration will increase through the purchase additional technology devices, to include classroom computers and iPads, for instructional use.

## **Family and Community Involvement**

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

A Communities in Schools Coordinator (CIS) is housed on campus and works directly with students, parents, faculty, and staff to provide support and empower our students to stay in school and succeed in life. CIS's unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS partners with local businesses, social service agencies, health care providers and volunteers. Whether its food, school supplies, health care, counseling, academic assistance or a positive role model, the Communities In Schools Coordinator is housed on campus to provide assistance with all these school community needs. The following is the program component:

**Health and Human Services:** Site coordinators see to it that students' basic needs are met on a daily basis.

**Enrichment:** coordinators enroll students in a wide variety of after school and summer programs, field trips and youth conferences to help them gain experience essential to meeting college and career goals.

**Academic Assistance:** Site coordinators help students obtain scholarship information and apply to college, take students on campus tours and conduct mock interviews. A CIS helps students find an enjoyable, sustainable career path to pursue through internships, job shadowing opportunities and leadership training courses.

**Supportive Guidance:** Through one-on-one workshops, team building and guest speakers, Coordinator works with students to develop social emotional learning, character education, social skills building, and conflict resolution.

**Behavior Interventions:** Many children face challenges both inside and outside the classroom, so we provide positive behavior interventions and supports, anger management and coping strategies to help them stay focused on their goals.

**Parental and Family Engagement:** Site coordinators connect families with counselors and social workers to make sure that home is a health, nurturing environment where a student can feel safe. Because parents are an integral part of our community, the CIS Coordinator is also in charge of creating a Parent Component for the campus. As a Parent Liaison, she works closely with faculty and staff to provide opportunities that bring parents into the school. Parent Liaison provides parents on campus with a Monthly Coffee with the Principal, parenting classes, drug awareness classes, counseling referrals, etc. Also, our Parent Liaison works closely with teachers and parents and schedules parent/teacher meetings. The Parent Liaison communicates to parents on campus events and helps to create a volunteer program. Assistance is provided for parents to attend conferences, workshops, forums, and college fairs.

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

During the 2015-16 school year, Socorro Middle School provided multiple academic parent nights, to include Latino Literacy, Science Night, Fall Into Reading Night, and Social Studies Night. The campus principal had monthly "Coffee with the Principal" with parents and guardians to keep them updated on campus and district initiatives. Socorro Middle School joined in a partnership with El Paso Fighting Hunger to provide food products to our students and parents. Campus CIS/Parent Liason received multiple donations from "Partners in Education" for student and teacher incentives, which include Sam's Club and Walmart.

### **Family and Community Involvement Needs**

For the 2016-17 school year, Socorro Middle School will initiate a "Lunch Bunch" program for students in need of academic assistance during lunch periods. With the assistance of our CIS/Parent Liason, we increase parental involvement and attendance to school events, to include parent night and report card night(s), increase the number of donations from our "Partners in Education" to continue providing incentives to our students and teachers by 50%, and increase the number of volunteers to our campus by 50%.

## **School Context and Organization**

### **School Context and Organization Summary**

Socorro Middle School has had a new and improved campus structure and instructional organization, which includes the expansion of the WIN Academy and AVID program, in addition to piloting New Tech. We will also have a focus on a Project Based Learning environment for all of our students. Our WIN Academy is a more structured and targeted setting that will allow our WIN students to receive about 90 minutes of Reading and 90 minutes of Math, which is double the time students normally receive in a traditional setting. As part of the WIN program, students are given an electronic device to use throughout the 3 years they participate in the program. We expect for all our WIN students to excel and our WIN teachers to close the achievement gap. Socorro Middle School teachers participate in year round trainings provided by campus personnel, district personnel, Region 19 and the state, such as PBL and Empowering Writers. Through our planning process, teachers will provide training on using student data and given teaching strategies to guide their instruction. Evidence of AVID strategies and PBL will be monitored and data will be collected throughout the year. Teachers will work collaboratively within their content areas to plan student centered activities and the pacing of instruction while working toward the educational goals at the federal, state, and district level. In addition to teachers working collaboratively, campus leaders also conducted weekly walkthrough observations of instruction in order to provide teachers with constructive instructional based feedback. Through the feedback provided, teachers took the opportunity to adjust lessons and seek additional assistance and professional development from our campus SCEI coach.

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

At Socorro Middle School, we have added 2 additional WIN Academy classes for the 2016-2017 school year. Ninety-two percent of last year's WIN students remained in the program and will be part of our 7th Grade WIN Cohort. During the 2016-17 school year, the AVID program was initiated on campus. This year, an additional 30 6th Grade AVID students will be joining the 7th Grade group.

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

At Socorro Middle School we have 126 English Language Learners on our campus that are ESL served. The data shows that our ELL learners are still struggling and not meeting State and District Standards. While we strive to serve them well, it is an area of need for Socorro Middle. Our staff needs assistance beyond SIOP strategies that will aide them in serving this specific population in order to meet campus, district, state, and federal goals. Gaining additional bilingual support is an area of need for this campus due to the high ELL population. Another sub group that is need of assistance are our special education students. Part of support would included hiring additional college tutors to assist those high need student populations.



# **Technology**

## **Technology Summary**

Due to our HVAC upgrades throughout the 2015-2016 school year, we had over 100 computer devices endure water damage. We did not have 3 of our computer labs accessible to our students and teachers, for 6 months during the school year. Our goal at Socorro Middle is to increase the usage frequency of all electronic devices, to include computers and tablets. In order for this to occur, we will be needing to purchase additional devices using local funds and Title I monies. Teachers will be giving additional technology training, in collaboration with our technology specialist, to ensure they have a toolbox to reference, as needed, throughout the year. The usage increase of technology will create a 21st Century learning environment for all of our students. An increase of student engagement will be evident through our classroom walkthroughs and observations.

## **Technology Strengths**

Socorro Middle School received over 90 new computers that were installed in our 3 computer labs. All classrooms have a newly updated interactive projector for instructional purposes and all 6th and 7th Grade WIN students have instructional devices that can be utilized everyday for instructional purposes.

## **Technology Needs**

Socorro Middle School is planning to purchase additional computer(s) for every classroom, purchase classroom sets of iPads for instructional use, provide additional technology training by district personnel for our instructional staff and, design classroom lessons that promote and provide additional opportunities for our students to use electronic devices for instructional purposes.

# Comprehensive Needs Assessment Data Documentation

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












# Goals

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

**Performance Objective 1:** For the 2016-2017 school year, Socorro Middle School will fulfill 100% of the safety requirements to ensure that its stakeholders feel safe at school and school events.

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

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) A Campus Safety Committee is established and meets monthly to consistently review safety procedures and to make the necessary adjustments to the school's safety procedures and expectations.	1	Campus Safety Officer, SISD Police Officer, Counselor, CIS. Teacher	Agenda, meeting minutes. Drills are practiced at least once per month. Documentation sent to district officials regarding drills.			
Funding Sources: 199 - General - 700.00						
2) The Campus Safety Officer and Police Officer will provide an initial beginning of the year training, as well as, ongoing training on our plan of action, to include our Emergency Operations Plan for the 2015-2016.	1, 4	Campus Safety Officer, SISD Police Officer, Counselor, CIS. Teacher	Faculty and Staff are better versed in the proper procedures for drills and emergencies.			
Funding Sources: 199 - General - 700.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** For the 2016-2017 school year, Socorro Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The safety of all stakeholders at Socorro Middle School is top priority, therefore, safety and security policies, procedures, programs, and initiatives will consistently be evaluated throughout the year in order to modify and take corrective measures as needed. A variety of drills will be performed such as, fire drills, evacuations, reverse evacuations, lockdowns, severe weather, and shelter in place.	1, 4	Administration, Safety Committee	Drill reports, Safety Meeting Agendas			
	Funding Sources: 199 - General - 0.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 3:** For the 2016-2017 school year, the number of bullying-related incidents reported at Socorro Middle School will decrease from 10 incidents to 8 incidents which is 20% or less.

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

**Summative Evaluation 3: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The goal at Socorro Middle is to reduce the bullying-related incidents as well as all assault and taunting behaviors by continuing with the OLWEUS Anti-Bullying Program, presentations given by the campus Police Officer, Counselor presentations, and CIS Coordinator presentations for both students and parents.	1, 6, 10	Administration, Counselors, CIS, Campus Police Officer, P.R.I.D.E. Committee members.	OLWEUS Presentations Weekly (Every Monday), Campus Police Officer Presentation Report, Counselor Presentation Report and Group and Individual counseling reports, SAC room presentations, CIS Coordinator parent will assist in having parents meet for training on bullying, etc. and how to support their children. Reduction in discipline write-ups and reduction in bullying incidents.			
				Funding Sources: 199 - General Fund: SCE - 0.00		
2) Olweus Anti-Bullying kick-off for Fall and Spring: The goal is for a campus wide focus and participation in a school-wide anti-bullying awareness kick-off, creating a week long list of activities and themes to stand up against bullying. Posters will be created and placed throughout our campus and on our school website. The Spring kick-off will take place during our "Valenkind Week", which will have a friendship and acceptance theme throughout the week.	1, 6, 10	Administration, Counselors, CIS Coordinator, Teachers, Student Council	OLWEUS Anti-Bullying kick-off agendas of activities and pictures of on website, to include Valenkind Week. Lower discipline and bullying referrals.			
				Funding Sources: 199 - General Fund: SCE - 500.00		
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

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

**Performance Objective 4:** By Spring 2017, the percentage of interventions documented by teachers at Socorro Middle School, for appropriate academic support, will be 100%.

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

**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
1) At Socorro Middle School the RTI (Response to Intervention) Framework will be established through an RTI Committee in order to identify students who are at-risk or in danger of failing, or where a student's behavior interferes with their learning. Teachers will be trained and will be able to monitor their student's progress, provide interventions based on student needs, and will also be able to identify students with specific learning disabilities or any other disability. Followed religiously and thoroughly, this framework will assist in improving outcomes for all students to be successful. RTI Committee meetings will be held every 9 weeks (2nd, 3rd & 4th 9 weeks) to monitor progress and address any/all needs.	1, 4, 6, 9	Teachers, Counselor, SCEI coach, Administration, Parent/Guardian	RTI Process with established Components, Weekly meetings focused on student needs, student work, parent contact logs, established research based interventions, RTI meeting minutes (every 9 weeks) and RTI agenda/schedule. Student established interventions, lesson plans, student progress monitoring will be available to view and analyze.			
	Funding Sources: 199 - General Fund: SCE - 0.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 5:** For the 2016-2017 school year, the attendance rate for all students at Socorro Middle School will increase to 97.5%.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) At Socorro Middle attendance is one of the most important initiatives. Therefore, attendance, tardies, and truancy reports are consistently examined and procedures are set in place to get students to attend school every day. The campus Leavers/Attendance Committee has established procedures and programs that motivate and incentivize students to "attend school every day."	1, 10	Administration, PEIMS/Attendance Clerk, Counselors, CIS Coordinator, Teachers, Leavers/Attendance Committee.	Classroom attendance posters, marquee messages, morning announcements, school-wide bulletin board with monthly attendance graph, 9 Week Period Perfect Attendance Awards, Motivation rewards, P.R.I.D.E. points, Student/Administration meetings, home visit reports and Leavers/Attendance Committee agendas and minutes.			
	Funding Sources: 199 - General - 1000.00					
2) At Socorro Middle School, teacher attendance will be a priority to ensure highly qualified staff members are providing appropriate instruction. To motivate teachers to report to work every day, administration will provide monthly incentives for teachers with perfect attendance.	1	Administration, Leavers/Attendance Committee	Student announcements, Leavers/Attendance Committee reports/minutes, increase teacher attendance. Teachers will attend school every day and will maintain a 97% attendance rate.			
	Funding Sources: 199 - General - 500.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 6:** For the 2016-2017 school year, the total number of disciplinary incidents at Socorro Middle School will decrease by 10%. There were 259 discipline incidents in 2015-2016, a 10% decrease would put us at 225 discipline referrals for the 2016-2017 school year.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The Socorro Middle Positive Behavior Intervention and Support Committee (P.R.I.D.E.) will continue to develop plans, procedures, and motivational strategies that will help in reducing discipline referrals. Student discipline in the areas of in-school suspension (SAC), out-of-school suspensions (OSS), KEYS Placements, etc. will be monitored closely. Teachers have developed a grade level classroom management plan in order to ensure parents and students are aware of the expectations for all students; this plan includes rewards and consequences. Our counselor will provide intervention lessons and student group sessions to impress on students the importance and impact that misbehavior has on their learning and the learning of others. Parenting classes will also be provided by our Parent Liaison.	1, 2, 4, 6, 10	Administration, Teachers, Counselors, CIS, Parent Liaison, Teachers, Parents, P.R.I.D.E. Committee	Classroom Discipline Plans, PEIMS Referral Reports, District Referral Reports, Discipline Committee Agenda/Minutes, Parent Contact Logs. Reduction in discipline referrals, in-school suspensions and out-of-school suspensions.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						



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

**Performance Objective 7:** For the 2016-2017 school year, Socorro Middle School will install 3 more cameras around our campus in high area(s) of need, to include updating our program software.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:** Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro Middle will purchase and install a couple of cameras in areas of need, such as the library, counseling hallway, and the gymnasium . These additional cameras will give us another vantage point in case we have an incident in those areas.	1	Campus Safety Committee, Technology Services, Administration	Reduction in discipline and more camera awareness.			
	Funding Sources: 199 - General - 2000.00					
= 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 1:** By the Spring of the 2016-2017 school year, 100% of Socorro Middle School teachers will be familiar with the requirements of House Bill 5.

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

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) HB5 is designed to instill more flexibility in public education by enabling students to either pursue a traditional path into colleges and universities or move directly into the workforce to help fill what business leaders say, is a critical skills shortage. 8th Grade students will receive an endorsement upon high school graduation as they fulfill their high school academic plan. In Middle School all teachers will be aware of HB5 requirements and will be able to support students for higher education, through strategic planning of rigorous and challenging lessons starting at the 6th Grade level until they complete their 8th grade year.	1, 3, 4, 6	Administration, Counselor, CIS Coordinator, 8th Grade Teachers, CTED Counselor	HB5 Pathway to Success Endorsement Plan in 8th Grade, 8th Grade CTE Enrollment. Endorsement plan in place.			
	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 2:** By May 2017, 100% of Socorro Middle School teachers will develop and implement a College and Career Ready Strategic Plan for our students.

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

**Summative Evaluation 2: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All 8th Grade students will participate in the campus Exploring Careers Course, where students explore valid, reliable educational and career information to learn more about themselves, their interests, and abilities. Students will use interest inventory software, the MECA system, and other tools to explore areas of personal interest as they plan their college and career path.	3, 4	CTE Teacher, Counselors, CTE Counselor	Enrollment in CTE Class, walkthrough data, Lesson Plans, Surveys, student work, report cards and teacher assessment data.			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) All 8th Grade (100%) students will enroll in a Career and Connections class where they will develop a 5 Year Plan and explore colleges and professions.	3, 4, 9	CTE Teacher, Counselors, CTE Counselor	Enrollment reports, 5 Year Graduation Plan, Student performance and participation and walkthrough documentation.			
	Funding Sources: 211 - Title I, Part A - 0.00					
3) Provide Opportunities for GT students to work collaboratively inside and outside their regular classroom environment in order to be successful in a global society. That would include a GT homeroom class to provide the time to build and create projects.	3, 8	Administration, GT Coordinator, Faculty, Counselors	Walkthrough data, lesson plans, completed products/performances, GT Rosters, GT trip requests,			
	Funding Sources: 199 - General: Gifted and Talented - 2500.00					
4) Provide our general students as well as our special populations (i.e. LEP, GT, and SPED) students with new and developing instruction using technology resources such as a tablets, nooks, electronic and print dictionaries, and scientific calculators. This is done to encourage placement appropriate activities and project based learning, as well, as providing differentiated curriculum to promote overall student achievement. Provide students with games during lunch to incorporate team building, collaboration and higher order thinking skills.	1, 3, 9	Campus Administrators, Campus LPAC Representative, Campus GT Coordinator, SPED Department Chair, Faculty and Staff	Technology and regular equipment check out sheets, LEP students activities and presentations, GT student presentations, GT student advance level performance on STAAR data, benchmark data, SPED student activities and technology use.			
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General: Gifted and Talented - 2000.00, 199 - General Fund : Special Education - 2000.00					

<p>5) Implement a researched-based and data driven AVID curriculum ( Advancement Via Individual Determination). AVID program membership and curriculum resources will be utilized to support program objectives for the 2016-17 school year. Part of those resources will be hiring several college tutors to assist the students in AVID. AVID Elective teachers and students will have the opportunity to attend school outings to promote more college and career awareness, which will include college visits, museums, exhibits and much more. We will also be sending more AVID members to the AVID Summer Institute 2017, for additional training in continuing our progress.</p>	<p>1, 3, 8, 9, 10</p>	<p>Principal, AVID Administrator and AVID Cohort Members, to include teachers, SCEI and counselor(s).</p>	<p>AVID Site Team plan and voluntary agreement, AVID monthly meeting minutes, AVID recruitment in Spring of 2016 for incoming 6th graders and new 7th graders, student performance and participation, walkthrough documentation, AVID binders and AVID District Coordinator visit documentation.</p>			
<p>Funding Sources: 211 - Title I, Part A - 8500.00</p>						







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

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

**Summative Evaluation 3: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) At Socorro Middle School the ESL program will enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school. A homeroom class will be offered for the ELL newcomers to develop their English skills in listening, speaking, reading and writing.	1, 2, 3, 4, 5	Administration, Teachers, SCEI coaches, Bilingual Instructional Specialist	Walkthrough Data, Lesson Plans, RTI Documentation, Technological Program usage (iStation, STAAR Labs, etc.), Student Work and grade level/dept. meetings			
				Funding Sources: 199 - General Fund: Bilingual - 2500.00		
2) At Socorro Middle School the Special Education Program ensures that all children with disabilities are provided with an appropriate education designed to meet their unique needs. Students will be provided with opportunities that will prepare them for higher education to become college ready, technology, employment, and independent living. Some of the programs that will be utilized to support students are iStation, Compass Learning, ULS (Unique Learning Systems), etc.  Special needs students will receive classroom instruction in a continuum of instructional settings based on their individual needs. These settings include Co-Teaching, Support Facilitation, and Specialized Support. Their IEPs will be followed and modified as needed through the ARD committee process.	1, 2, 3, 4, 5	Administration, Teachers, SPED teachers, SCEI coaches, SPED Instructional Specialist	Walkthroughs, Lesson Plans, RTI Progress Monitoring, IEPs, Student Work, Grade Level/Dept. Meetings, ARDs, IEPs			
				Funding Sources: 199 - General Fund : Special Education - 2000.00		

3) At Socorro Middle in order to provide immediate intervention support to students who are at-risk, in danger of failing, and sub-populations, T.I.As (Teacher Intervention Aides) and Special Education Aides will be assigned to ELL Teachers and General Ed Teachers.	1, 9, 10	Administration, SCEI coaches, Aides	Teacher Aides working side-by-side with Teachers, Walkthroughs, planning sessions, lesson plans, RTI Documentation, Technological Program usage (iStation, STAAR Labs, etc.), IEPs, ARD meetings.			
Funding Sources: 211 - Title I, Part A - 8500.00, 263 - Title III, LEP - 8500.00						
4) At Socorro Middle, we will be continue with our WIN Academy for our 7th grade students, to include a new 6th cohort. All students that are part of this program will benefit from a non-traditional middle school classroom setting. WIN Academy is hands-on, focused instruction and Project/Technology Based Learning (PBL) environment. These at-risk students will be provided with a tailored instructional setting that will meet their needs to close their achievement gap. WIN Academy teachers and students will have the opportunity to attend school outings to promote more college and career awareness, which will include college visits, museums, exhibits and much more. College tutors will be hired will to assist the students in their areas of need.	1, 3, 9, 10	WIN Academy Teachers, SCEI coaches, Administration, Instructional Officers	Walkthroughs, Lesson Plans, RTI Progress Monitoring, College tutor logs, 9 week Meeting Minutes/Agendas, student Work, grade Level/Dept. meetings, assessment data, to include Unit rest, benchmarks, checkpoints, STAAR, etc.			
Funding Sources: 211 - Title I, Part A - 18500.00						
 = 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:** By the end of 2017, Socorro Middle shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment by an increase of 5-7% percentage points in each content area.

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

**Summative Evaluation 4: Met Performance Objective**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To reach expected goals by early Spring of 2017, the focus will be to provide and plan rigorous lessons that challenge all students to think critically and problem solve, across the content areas. The campus will be purchasing supplies and resources, such as color paper, electronic devices (computers, iPads, tablets, projectors, etc.) color pencils and markers, to implement our rigorous lessons. Through the use of common assessment data, teachers will be able to differentiate instruction, as per student needs. Teachers will have access to the following programs and strategies; TRS, Fundamental 5, Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, IXL Math, IXL Reading, Compass Learning, Read 180, I-SIP Math, iStation Reading, Nearpod, AR, Technology through VDI Labs, Classroom VDI Computers, iPads, Computers on Wheels, TI-Calculators, etc.	1, 3, 4, 8, 9	Administration, Teachers, SCEI coaches, TIAs	Student performance data from assessments and programs, lesson plans, walkthrough data, lab schedules, technological usage reports, unit assessment data, RTI data.			
	Funding Sources: 211 - Title I, Part A - 18000.00					
2) Monitor student performance data through the use of Eduphoria for all the content areas; STAAR, Benchmarks, Unit Assessment Data, Checkpoint Data. Teachers will have access to view student data, immediately after an assessment has been administered.	1, 8, 9	Teachers, SCEI coaches, Administration, Counselors	Eduphoria student data reports, heat maps, data analysis during block/department meetings, student data results.			
	Funding Sources: 211 - Title I, Part A - 0.00					
3) Students will be recognized for their achievements at the end of year with awards.	1	Counselors Teachers SCE-I Coaches Administration	AB Honor 9 weeks lists/ EOY Progress Reports Attendance rates			
	Funding Sources: 211 - Title I, Part A - 1200.00					
= 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:** For the 2016-2017 school year, Socorro Middle School will improve it's student state assessment scores in English Language Arts, to include Reading and Writing, by 5-7% percentage points in each content area (Reading and Writing) compared to the 2015-2016 state assessment scores.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To reach expected goals and meeting the STAAR's high quality standards of rigor and relevance and provide differentiated instruction in order to meet the individual needs of all students in Reading and Writing, teaching staff will be provided with the necessary materials/resources (to include new technology, such as updated Interactive Projectors and computers for our classrooms for student use), staff development, student intervention programs, and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Teachers will also be trained on the Fundamentals of Reading, such as Characteristics of Genres and Close Reading. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, Kamico and other research-based resources.	1, 3, 4, 8, 9, 10	Administration, SCEI coaches, Librarian, ELAR Instructional Officer	Walkthrough data, unit assessment data, benchmarks, lesson plans, YAG (Year at a Glance), meeting agendas, fall/spring benchmarks			
	Funding Sources: 211 - Title I, Part A - 18000.00					
 = 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 6:** For the 2016-2017 school year, Socorro Middle School will improve it's student state assessment scores in Mathematics by at least 5-7% percentage points compared to the 2015-2016 state assessment scores.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To reach expected goals and meeting the STAAR's high quality standards of rigor and relevance and provide differentiated instruction in order to meet the individual needs of all students in Mathematics, teaching staff will be provided with the necessary materials/resources (to include new technology and computers for our classrooms), staff development, student intervention programs, and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, Kamico and other research-based resources.	1, 3, 4, 8, 9, 10	Administration, Teachers, SCEI coaches, Math Instructional Officer	Walkthrough Data, unit assessments, lesson plans, YAG (Year at a Glance), meeting agendas, unit assessment data, Fall/Spring Benchmarks			
	Funding Sources: 211 - Title I, Part A - 18000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 1:** For the 2016-17 school year, 100% of all teachers will demonstrate instructional effectiveness, as measured by T-TESS, by demonstrating a level of "developing" or above in all domains and dimensions.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) T-TESS has been named the state's approved instrument to evaluate teacher effectiveness. Therefore, at Socorro Middle School, this instrument and the Fundamental 5 Walkthrough instrument will be used to appraise teachers on performance as well as using this instrument to plan appropriate staff development as needed. The following domains will be assessed through the following: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.	1, 3, 5, 9	Administration	Multiple observations-formal and informal, observations of lesson length (beginning, middle, end), Post Conference with 48 hours in person, Pre-Conference prior to all formal observations. Data collected from Walkthroughs, student time on task, evidence of processes and strategies being applied, Staff Development Agendas			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** For the 2016-17 school year, Socorro Middle will maintain 100% Highly Qualified teachers in all core academic subjects.

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

**Summative Evaluation 2: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) To retain 100% Highly Qualified faculty and staff and ensure students graduate college and career ready, at Socorro Middle School faculty and staff will be provided with a professional development model that is research based and data-driven. Staff development will be addressing the individual needs of English Language Learners, Special Needs Students, Gifted and Talented, and fragile learners. Staff Development will be provided in all the content areas.</p> <p>Socorro Middle School will work closely with the District's Instructional Officers, District's Bilingual Department, Special Education, and Gifted and Talented.</p>	1, 3, 4, 5, 9, 10	Administration, SCEI coaches, Instructional Officers, district Instructional Specialists	T-TESS/Walk-Through data, Staff Development Agendas, Completion Certificates, Sign-in Rosters, SCEIC Teacher Intervention reports, Teacher Intervention Plans Professional Development Agendas, Unit Assessment Data, Lesson Plans, RTI Documentation, STAAR, Benchmarks			
				Funding Sources: 211 - Title I, Part A - 0.00		
<p>2) Staff Development to meet the needs of teachers and provide consistent professional development are as follows: AVID (initial BOY training and on-going through PD and PLC), TRS, Fundamental 5, SIOP, Empowering Writers, , KAGAN strategies, Barnes &amp; Noble Reading Materials, Eduphoria, Read 180, KILGO, RTI, TI Inspire Training, Compass Learning, OLWEUS Anti-Bullying, use of technology equipment (iPads, projectors, sound systems, computers), My Reading Coach/Lexia training</p>	1, 3, 4, 5, 10	Administration, SCEI coaches, Counselors, Librarian,	Walkthrough Data, Lesson Plans, Professional Development Agendas and certificates, YAGS Professional Development Agendas, CSCOPE Unit Assessment Data, Lesson Plans, RTI Documentation, STAAR, Benchmarks			
				Funding Sources: 211 - Title I, Part A - 0.00		
<p>3) Teachers will be provided with a full day Planning every nine weeks. During planning, teachers will disaggregate student data, plan and create rigorous and challenging lessons and activities that ensure students are given opportunities, to think critically and problem solve, in the classroom. In preparation for the STAAR standards, teachers will be able to get to know their SE's thoroughly, so as to meet the needs of all students.</p>	1, 3, 5, 8, 10	Administration, SCEIC, Counselor, Librarian,	Differentiated Lesson Plans, Common Assessments, YAGS CSCOPE Unit Assessment Data, Lesson Plans, RTI Documentation, Benchmarks, STAAR			
				Funding Sources: 211 - Title I, Part A - 10000.00		









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

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

**Performance Objective 3:** During the 2016-17 school year, Socorro Middle School will increase the number of professional development and collaboration opportunities offered to employees by 15% as compared to the 2015-16 school year.

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

**Summative Evaluation 3:** Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide all faculty and staff with a professional development model that is research based and data driven. Professional Development is aligned with all the content areas to address the overall needs of all sub populations, this includes ELL, At-Risk and SPED. The following staff development will be provided throughout the year: Region 19 Trainings and Services, Empowering Writers, District Training, KAGAN, Mentoring Minds, Barnes & Noble Literature, Lesson Collaboration Data Analysis, Eduphoria, Springboard, TI Inspire, Compass Learning, Response to Intervention (RTI), SIOP Trainings, My Reading Coach/Lexia, Unique Learning Systems, Project Lead the Way, Classroom Management, I-Station, I-SIP Math, Nearpod Training.	1, 3, 7, 10	Administration, Teachers, SCEIC, District Instructional Specialists/Instructional Officers	Professional Staff Development Agendas/Sign-in Rosters, Walkthrough data, Lesson Plans, T-TESS Evaluation, Educational Structures set in place, Professional Development certificates and sign-in rosters, Student assessment data, program usage reports			
	Funding Sources: 211 - Title I, Part A - 8470.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 4:** During the 2016-17 school year, Socorro 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.

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

**Summative Evaluation 4:** 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></p> <p>1) To ensure teachers are provided with scientifically research-based programs, materials, and professional development to challenge students through rigorous lessons and activities, the following will be provided or purchased: KAGAN, Marcia Tate, Fundamental 5, Mentoring Minds, Scholastic, STAAR Coach, Technology such as Computers, Mouse, Keyboards, Lab Tops, TI Calculators, Projectors, Sound System, Read 180 materials, and Compass Learning.</p>	1, 9, 10	Administration, Teachers, SCEIC	Walkthrough data, Lesson Plans, Bulldog Writing Wall, Lab Participation Schedule, Interactive workbook, student work displays, TI Calculator usage, Computer Program usage reports, Fundamental 5 classroom posters, Science Fair participation, Unit Assessment Data, PLC Meetings.			
	Funding Sources: 211 - Title I, Part A - 0.00					
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 5:** During the 2016-17 school year, the number of teachers at Socorro Middle School certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by 15%

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers at Socorro Middle School are consistently made aware of the importance to be a well-rounded, highly qualified teacher, and attain several certifications in order to meet the needs of all students. The district Bilingual Department compensates teachers who take and pass the Bilingual Certification Assessment.	1, 3, 5, 9	Administration, District Personnel, Teachers	Able to meet the needs of all students from all sub categories.			
	Funding Sources: 199 - General Fund: Bilingual - 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 1:** During the 2016-2017 school year, Socorro Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 25% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

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

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) With the collaboration of the campus instructional team, the Communities in Schools Project Coordinator and Parent Liaison, we will ensure that the needs of our parents and community are met through educational enhancement, supportive guidance, enrichment through group and cultural activities, health and human services, parental involvement sessions and pre-employment skills. Interactive, informative and educational sessions will be provided to our parents throughout the school year, such as, AVID Parent Nights (Fall/Spring), Math Night, Literacy Night, Latino Literacy Night, Science Night and Coffee with the Principal. These sessions are meant to involve and educate our parents of the initiatives and programs we have set in place for our students and how parents can better assist their child(ren) at home.	1, 6, 9, 10	Administration, CIS Coordinator/Parent Liaison, Counselors, Librarian, AVID Coordinators, Teachers, SCEI coaches.	Meeting agendas, sign-in rosters, parent surveys, monthly calendar of events, home visits, parent volunteer program list, parent nights in the content areas, parent Participation on events offered, increase of parent attendance for meetings, student inappropriate behaviors/referrals decrease, student academic improvement			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Provide funding for parents and community members to attend educational conferences and workshops in order to gain exposure to college readiness activities such as Collegiate Forums, College Fairs, Financial Aid, etc.	1, 6, 10	Administration, CIS Coordinator, Counselor, Librarian, Nurse	Meeting agendas/ sign-in rosters, campus participation, parent contact logs, scheduled parent presentations, increase in parent volunteer program, walkthroughs during presentations, increased parent participation on campus from previous year, parent surveys.			
	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 2:** For the 2016-2017 school year, Socorro Middle School will increase the number of notifications, sent via newsletters, monthly calendar, email, etc. to parents, business, and community members by 25%.

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

**Summative Evaluation 2:** Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To keep our parents informed of events at Socorro Middle School, parents will be notified by making an all call via telephone, through a monthly newsletter/calendar from the Principal, and a monthly calendar of events from the CIS Coordinator, as well as the parent liaison. Marquee messages are updated regularly and an open door policy is established to ensure parents are served appropriately and efficiently to avoid wait time.	1, 6, 10	Administration, CIS Coordinator, Parent Liaison, Counselors, Teachers	Newsletters, all calls, parent participation, lower parent complaints, parent participation, positive parent surveys.			
	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 3:** By the end of the 2016-2017 school year, Socorro Middle School will increase, by 25% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

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

**Summative Evaluation 3: Met Performance Objective**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro Middle School works with several Community services as Campus Partners In Education that motivate students to excel academically, socially, make the right choices, and Attend School everyday.	1, 9, 10	Administration, Counselor, CIS Coordinator, Parent Liaison	Incentives, informational presentations for students and parents, student attendance increase, discipline referrals decrease, motivational incentives			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Socorro Middle School is working closely with the The Center for BrainHealth at the University of Texas at Dallas, a research institute that focuses on brain development. Scientists at the center for BrainHealth study new ways to help students to think critically. It encourages teachers to ask more questions and have students answer them and also make lessons more meaningful. It teaches students to find new ways to process information and comprehend it. SMART is implemented for 45 minutes every day for four weeks. Assessments scores improve by 20 to 50 percent. SMART helps students learn the skills to become the successful leaders of tomorrow and ensure they are college and career ready.	1, 3, 4, 9	Administration, Writing Teacher, SCEI Coaches	Walkthrough data, lesson plans, student work, student improvement in reading & writing and Mid/Post SMART Assessment data.			
	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:** For the 2016-2017 school year, Socorro Middle School will increase its various year round opportunities to participate in school events by 50% to ensure we continue a positive and welcoming school climate for parents and community members.

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

**Summative Evaluation 4:** Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) A Communities in Schools Coordinator and Parent Liaison will provide family frameworks parenting classes, Coffee with the Principal, Presentations from community agencies, home visits, OLWEUS Anti-Bullying Kick-Off, Winterfest, Latino Literacy Program, nutrition classes, Parent Volunteer Program, parent center with technology. To increase parents to attend meeting, snacks, drinks and musical entertainment will be provided.	1, 2, 6, 10	Administration, Counselors, CIS Coordinator/Parent Liaison	Parent Participation in school log, increase in attendance at meetings, CIS Reports, parent surveys, student success rates, to include student attendance.			
	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 1:** For the 2016-17 school year, 85% of all students in all subgroups at Socorro Middle School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To meet performance and progress effectiveness as reported through TEA and PBMAS, campus stakeholders will establish rigorous programs, intervention programs, and parent programs to ensure students meet expectations and show improvement. At Socorro Middle School the following components are in place to ensure student improved performance: Department Meetings and Staff Development once a week to target and discuss student performance, create lessons, activities, and assessments. Teachers will use Eduphoria for Response to Intervention (RTI) in order to meet the needs of ELLS, SPED, AT-RISK and CTE students. Documentation must be on ARMS. Teachers must use Eduphoria to acquire student data and make appropriate adjustments and differentiate instruction. Counselors will provide a Guidance & Counseling Program on campus and hold teach/inform teachers, parents, and students to understand HB5 and ensure a graduation plan by the time they complete 8th grade. OLWEUS Anti-Bullying program is established is presented in the classroom weekly. A CIS Coordinator and a Parent Liaison is housed on campus to assist parents and students.	1, 2, 3, 4, 6, 8, 9, 10	Administration, SCEI coaches, CIS coordinator, Parent Liaison, Counselors, Teachers	Lesson Plans, Walkthroughs, student performance data, student work, meeting agendas Student performance increase on common assessments, report cards, RTI, lesson differentiation			
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 2:** During the 2016-17 school year, 100% of Socorro Middle School teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth. Supplemental materials will be purchased in all core areas to support instruction.

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

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To ensure students receive immediate intervention (one-to-one) Teacher Assistants (TIAs) will be placed in ELL classrooms to work side-by-side with teacher of record, A Library Aide will be assigned to Librarian and assist as an intervention Aide in the classrooms half a day. Special Ed. Aides work with teachers to meet the individual needs of students. College tutors will also be hired and placed in classes, such as AVID, WIN and co-teach settings.	1, 3, 9, 10	Administration, Teachers, SCEI coaches	Teacher Intervention Aide Assignment Schedule, Daily Intervention Support Report, Walk-through data Student performance improvement on assessments, Differentiated Lesson Plans			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Meaningful and effective technology programs are established and teachers are trained to assist students in all the subject areas. Technology programs such as Read 180 and Compass Learning to help track student expectations and performance, and ensure students work at a level that meets their needs and allows them to experience success. Three Computer Labs, a Read 180 Lab, and 2 STAAR Labs are on campus for teachers to work with their students. Upgrades to technology will be purchased as needed.	1, 3, 9, 10	Administration, SCEI coaches, Teachers, Librarian	Walkthroughs, Lesson Plans, Student Performance Data and time on task, Computer Lab Schedule Student, RTI Documentation			
	Funding Sources: 211 - Title I, Part A - 0.00					
3) Intervention programs to assist students to meet expected goals are provided through Afterschool Intervention, Afterschool Homework Lab, Saturday Camp, a Fall / Spring Intersession, and Summer School	1, 9, 10	Administration, SCEIC, CIS, Counselor, Teachers	Walkthrough Data, Student Intervention Schedule, Differentiated Lesson Plans, Teacher Sign-in Sheets for Tutoring and Intersession.			
	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:** For the 2016-2017 school year, Socorro Middle School administrators will work together to increase 100% the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

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

**Summative Evaluation 3: Met Performance Objective**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development support and resources will be provided to all teachers throughout the content areas by 2 State Comp Ed Curriculum Coaches. Teachers will receive training regularly on the following: Data Analysis, Lesson Plans, Student Intervention, Classroom Management, Eduphoria, TRS, Teacher Binders, Region 19 Trainings, and any other training depending on the needs of the teachers.	1, 3, 5	Administration, SCEI coaches, Teachers.	T-TESS and Walkthroughs show as proficient or accomplished teacher performances in the professional development usage in the classroom, Student improved performance data.			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: Bilingual - 2500.00, 199 - General Fund : Special Education - 5000.00						
2) Because our campus is a school of need for improvement, faculty and staff will work closely with the District's instructional team. Teachers work with other schools to align instruction and receive professional development based on student performance data. The District's Instructional Specialists plan trainings across the content to ensure teachers learn to create rigorous and challenging lessons and activities.	1, 5, 8, 10	Administration, SCEI coaches, District Instruction Department Personnel	Student improved performance in the classroom, Unit/Common Assessments, student work and participation			
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:** During the 2016-2017 school year, Socorro Middle School administrators will schedule at least once a week data feedback session(s) with campus and district personnel to acquire support and resources.

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

**Summative Evaluation 4: Met Performance Objective**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Meetings with Faculty, Aides, SCEI coaches, and District Instruction Personnel will take place one day per week by content area, to discuss student data, performance, and expectations.	1, 3, 8	Administration, SCEIC, Counselor, Librarian, Teachers	Individual student documentation with expectations			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 5:** During the 2016-2017 school year, Socorro 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 conferences. The goal is 20-25% parental attendance.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:** Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To ensure parents are actively engaged in their child's education, parent orientations will be offered throughout the year o focus on a variety of topics, to include school expectations and attendance. Three Parent/Teacher Conferences will be provided to share Report Card Information and expectations. Math and Reading Nights will be offered to the community by teachers to assist parents in understanding student expectations. Fine Arts performances will be offered throughout the year to showcase their children's learning. UIL Athletics will be open to all parents to participate.	1, 6, 9	Administration, SCEI coaches, Counselors, Librarian, Teachers	Student participation, parent participation increase			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	4	1	To ensure teachers are provided with scientifically research-based programs, materials, and professional development to challenge students through rigorous lessons and activities, the following will be provided or purchased: KAGAN, Marcia Tate, Fundamental 5, Mentoring Minds, Scholastic, STAAR Coach, Technology such as Computers, Mouse, Keyboards, Lab Tops, TI Calculators, Projectors, Sound System, Read 180 materials, and Compass Learning.

# State Compensatory

## Personnel for Socorro Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Berenice Cardenas	Teacher	CSR	1
Elva Quiroz	Teacher	State Compensatory/Teacher Reduction	1
Frenda Serda-Gerardo	SCEI	State Compensatory Education	1
Karen	Arras		.17
Melanie Martinez	SCEI	State Compensatory Education	1

# Title I

## Schoolwide Program Plan

Our School-wide Title I program consists of 2 Classroom Teacher Aides and a CIS Coordinator/Parent Liaison housed on campus to provide both students and their parents with educational enhancement support, supportive guidance, enrichment, health and human services, parental involvement, and career awareness/employment. Other programs offered on campus are nutrition classes, ESL Classes, Technology Classes, and Bully Prevention information. To increase the parent population, the Parent Liaison also holds. Monthly “Coffee with the Principal” are held at the end of the month in coordination with Fine Arts performances from band, choir, orchestra, mariachi and theatre arts.

Our State Compensatory Program, consists of two academic State Compensatory Educational Intervention (SCIE) Coaches who train and prepare teachers with research based professional development to meet the needs of all at-risk students. Our SCEI Coaches work on coordinating intervention programs for students who are failing or in danger of failing through failure meetings and the Response to Intervention (RTI) process.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

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

### 2: Schoolwide Reform Strategies

Socorro Middle School will 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

Classroom instruction at Socorro Middle School will be delivered by highly qualified teachers to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

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

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

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

Socorro Middle School will implement 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**

Socorro Middle School will utilize 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**

N/A

**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**

Socorro Middle School will implement 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**

Socorro Middle School will initiate 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**

Socorro Middle School will include 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>
Mitzy Hernandez	At Risk Aide	Title 1	1
Pending	AVID Tutor	AVID Program	1
Pending	AVID Tutor	AVID Program	1
Pending	AVID Tutor	AVID Program	1
Pending	AVID Tutor	AVID Program	1

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	VACANT VACANT	Principal
Administrator	Luis Reyes	Assistant Principal
Administrator	Lorraine Vidales	Assistant Principal
Business Representative		El Paso Fighting Hunger Rep.
Classroom Teacher	Karen Arras	8th Grade Teacher-ESL/AVID
Classroom Teacher	Yvette Cenicerros	CTE Teacher
Classroom Teacher	Claudia Esparza	7th Grade Teacher
Classroom Teacher	Juan Gamboa	6th Grade Teacher
Classroom Teacher	Diana Garcia	7th Grade Teacher
Classroom Teacher	Cassandra Hernandez	8th Grade Teacher
Classroom Teacher	Cynthia Hill	Elective Teacher
Classroom Teacher	David Justo	Elective Teacher
Classroom Teacher	Christopher Martin	Special Education Teacher
Classroom Teacher	Edwar Martinez	7th/8th Grade Teacher
Classroom Teacher	Melanie Martinez	SCEI Coach
Classroom Teacher	Ruben Melendez	7th/8th Grade Teacher
Classroom Teacher	Michaela Mitchell	Elective Teacher
Classroom Teacher	Elva Quiroz	6th/7th Grade Teacher
Classroom Teacher	Yvette Valenzuela	8th Grade Teacher
Community Representative		Tigua/Community Member
District-level Professional	David Esparza	CTE
Non-classroom Professional	VACANT VACANT	CIS/Parent Liaison
Non-classroom Professional	Sonia Arostegui	Counselor
Non-classroom Professional	Sonia Galvan	Counselor
Parent	Victoria Huerta	Parent

# Campus Funding Summary

<b>199 - General</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$700.00
1	1	2			\$700.00
1	2	1			\$0.00
1	5	1			\$1,000.00
1	5	2			\$500.00
1	7	1			\$2,000.00
3	1	1			\$0.00
5	4	1			\$0.00
5	5	1			\$0.00
<b>Sub-Total</b>					<b>\$4,900.00</b>
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$500.00
1	4	1			\$0.00
<b>Sub-Total</b>					<b>\$500.00</b>
<b>199 - General Fund : Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$2,000.00
2	3	2			\$2,000.00
5	3	1			\$5,000.00
<b>Sub-Total</b>					<b>\$9,000.00</b>
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	6	1			\$1,000.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$2,000.00
2	2	5			\$8,500.00
2	3	3			\$8,500.00
2	3	4			\$18,500.00
2	4	1			\$18,000.00
2	4	2			\$0.00
2	4	3			\$1,200.00
2	5	1			\$18,000.00
2	6	1			\$18,000.00
3	2	1	Title I		\$0.00
3	2	2	Title I Staff Development, Technology and Resources		\$0.00
3	2	3	Title I		\$10,000.00
3	3	1	Title I		\$8,470.00
3	4	1	Title I		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2	Title I-Technology		\$0.00
5	2	3	Title I		\$0.00



5	3	1			\$10,000.00
5	3	2			\$0.00
<b>Sub-Total</b>					\$122,170.00
<b>263 - Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	3			\$8,500.00
<b>Sub-Total</b>					\$8,500.00
<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	3	1			\$2,500.00
3	5	1			\$0.00
5	3	1			\$2,500.00
<b>Sub-Total</b>					\$5,000.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	3			\$2,500.00
2	2	4			\$2,000.00
<b>Sub-Total</b>					\$4,500.00
<b>Grand Total</b>					\$154,570.00