

Socorro Independent School District
Col. John O. Ensor Middle School
2017-2018 Campus Improvement Plan

Mission Statement

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

Vision

Tomorrow's Leaders Learning Today

Superintendent & Board Members

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Superintendent of Schools

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District 4

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Introduction:

Principal: Lisa Estrada-Batson

Assistant Principals:

Joyce Freddie

Leticia Hernandez

Darron Saunders

Counselors:

Mary Acevedo

Diana Aguirre

Guadalupe Contreras

Curriculum Coaches:

Liza Aguirre

Rachel Guerra

Campus Name:

Col. John O. Ensor Middle School

History:

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2016-2017 school year with 1069 students in grades 06, 07, and 08. Data shows that our enrollment has grown by 100 students since 2012-2013.

Col. John O. Ensor Middle School is one of several growing in the Socorro Independent School District and serves families from a wide range of socioeconomic backgrounds. Our total enrollment for 2016-2017 was 1069 students: Grade 6 (326); Grade 7 (361); Grade 08 (382).

The campus in 2016/2017 was comprised of 511 female students and 558 male students.

Our sub-populations in 2016/2017 were as follows: (1069) Student Enrolment; (385) At-Risk; (646) Economically Disadvantaged; (116) GT; (134) LEP; (125) ESL; (4) Migrant; (90) Special Education; (408) CTE.

The average daily attendance rate for students is 96.8009%.

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

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

Teachers by Years of Experience:

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

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

Demographics Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELLs and Special Education students in mainstreamed classes are performing lower in math assessments such as district benchmarks and state assessments (STAAR) than students who are not ELLs and who are not in Special Education. **Root Cause:** General education and special education teachers need training on how to differentiate instruction in math to meet the needs of our ELLs and Special Education students.

Problem Statement 2: ELLs and Special Education students in mainstreamed classes are performing lower in reading and writing assessments such as district benchmarks and state assessments (STAAR) than students who are not ELLs and who are not in Special Education. **Root Cause:** General education and special education teachers need training on how to differentiate instruction in reading and writing to meet the needs of our ELLs and Special Education students.

Student Achievement

Student Achievement Summary

STATE of TEXAS ASSESSMENTS of ACADEMIC READINESS (STAAR): The State of Texas Assessments of Academic Readiness (STAAR) is a more rigorous standardized testing program that emphasizes “readiness” standards which are the knowledge and skills that are considered most important for success in the grade and subject for which the student is enrolled. The assessments also are set to help get students college and career. Students take different number of exams based on their grade levels:

6th graders take STAAR Mathematics and STAAR Reading.

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

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

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

STAAR Results for the 2016-2017 School Year:

6th Math Approaches Grade Level:

2016: 84.1%

2017: 86.2%

Dif. +2.02%

District Average: 82.46%

Ensor is 1.64 above district.

6th Math Meets Grade Level:

2016: 53.4%

2017: 50.6%

Dif. -2.77%

District Average: 42.11%

Ensor is 8.49% above district.

6th Math Masters Grade Level:

2016: 18.4%

2017: 23.9%

Dif. +5.45%

District Average: 15.09%

Ensor is 8.81% above district.

6th Reading Approaches Grade Level:

2016: 79.0%

2017: 76.1%

Dif. -2.86%

District Average: 70.17%

Ensor is 5.93% above district.

6th Reading Meets Grade Level:

2016: 45.3%

2017: 45.6%

Dif. +0.29%

District Average: 33.71%

Ensor is 11.89% above district.

6th Reading Masters Grade Level:

2016: 23.9%

2017: 20.8%

Dif. -3.19%

District Average: 14.97%

Ensor is 6.23% above district.

7th Math Approaches Grade Level:

2016: 81.3%

2017: 86.2%

Dif.+4.89%

District Average: 76.25%

Ensor is 9.95% above district.

7th Math Meets Grade Level:

2016: 43.3%

2017: 59.9%

Dif. +16.64%

District Average: 44.02%

Ensor is 15.88% above district.

7th Math Masters Grade Level:

2016: 17.1%

2017: 28.2%

Dif. +11.17%

District Average: 16.25%

Ensor is 11.95% above district.

7th Reading Approaches Grade Level:

2016: 71.6%

2017: 83.6%

Dif. +11.99%

District Average: 77.21%

Ensor is 6.39% above district.

7th Reading Meets Grade Level:

2016: 42.7%

2017: 51.1%

Dif. +8.43%

District Average: 42.01

Ensor is 9.09% above district.

7th Reading Masters Grade Level:

2016: 18.2%

2017: 30.2%

Dif. +12.04%

District Average: 21.37%

Ensor is 8.83% above district.

7th Writing Approaches Grade Level:

2016: 74.0%

2017: 79.8%

Dif. +5.74%

District Average: 74.96%

Ensor is 4.84% above district.

7th Writing Meets Grade Level:

2016: 45.6%

2017: 51.4%

Dif. +5.82%

District Average: 40.68%

Ensor is 10.72% above district.

7th Writing Masters Grade Level:

2016: 14.1%

2017: 16.0%

Dif. +1.92%

District Average: 10.21%

Ensor is 5.79% above district.

8th Math Approaches Grade Level:

2016: 92.8%

2017: 96.0%

Dif.+3.18%

District Average: 85.39%

Ensor is 10.61% above district.

8th Math Meets Grade Level:

2016: 69.1%

2017: 68.1%

Dif. -1.0%

District Average: 59.29%

Ensor is 8.81% above district.

8th Math Masters Grade Level:

2016: 25.9%

2017: 32.2%

Dif. +6.30%

District Average: 22.91%

Ensor is 9.25% above district.

8th Reading Approaches Grade Level:

2016: 90.1%

2017: 88.2%

Dif. -1.90%

District Average: 80.73%

Ensor is 7.47% above district.

8th Reading Meets Grade Level:

2016: 56.3%

2017: 55.3%

Dif. -0.92%

District Average: 53.65%

Ensor is 1.65% above district.

8th Reading Masters Grade Level:

2016: 24.3%

2017: 22.7%

Dif. -1.54%

District Average: 22.66%

Ensor is 0.04% above district.

8th Science Approaches Grade Level:

2016: 89.3%

2017: 86.0%

Dif. -3.28%%

District Average: 80.41%

Ensor is 5.59% above district.

8th Science Meets Grade Level:

2016: 65.5%

2017: 59.9%

Dif. -5.56%

District Average: 49.24%

Ensor is 10.66% above district.

8th Science Masters Grade Level:

2016: 30.2%

2017: 22.6%

Dif. -7.63%

District Average: 14.7%

Ensor is 7.9% above district.

8th Social Studies Approaches Grade Level:

2016: 75.1%

2017: 72.1%

Dif. -3.02%

District Average: 69.64%

Ensor is 5.36% above district.

8th Social Studies Meets Grade Level:

2016: 39.6%

2017: 33.8%

Dif. -5.79%

District Average: 35.63%

Ensor is -1.83 % below district.

8th Social Studies Masters Grade Level:

2016: 17.4%

2017: 18.8%

Dif. +1.39%

District Average: 19.94%

Ensor is -1.14% below district.

Student Achievement Strengths

For the 2017-2018 school year, based on students who met the performance standard on the 2016-2017 STAAR Assessment, we know we will make academic gains and show growth.

Based on the 2016-2017 STAAR Assessments in all content areas, we are proud to be a district leader based on the percentage of students who Approached, Met, or Mastered in the advanced performance ranges.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our ELL and SpEd populations continue to need improvement. **Root Cause:** Language barrier; years in school for ELLs; Need for further professional development in differentiated instruction and blended learning.

School Culture and Climate

School Culture and Climate Summary

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

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2016-2017 school year with 1069 students in grades 06, 07, and 08.

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

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

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

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

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

The district bullying prevention program, known as Olweus, is used to promote healthy decision making and bring awareness to various topics affecting students in relation to their age group. In addition to prescriptive Olweus lessons, the teachers create their own lessons and activities to address the social and emotional learning of students.

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

School Culture and Climate Strengths

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

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

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

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We saw an increase in incidents regarding social media and cyber bullying. **Root Cause:** To be proactive, we will change our approach in addressing students by meeting with students, parents, administrators and counselors to address the inappropriate behaviors that could lead to unsafe situations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Col. John O. Ensor Middle School has 100% Highly Qualified faculty, staff, and support personnel. Teachers who teach P/AP classes have been certified and trained. Furthermore, all teachers, other than new teachers at our campus, have their Gifted and Talented (GT) certification and/or update. New teachers will obtain their GT hours by attending trainings during the school year.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need more support to get teachers Pre-Advanced Placement Certified and ESL Certified. The district, state, and federal government certifications are not aligned. **Root Cause:** All teachers need additional professional development on teaching strategies to assist special populations such as GT, SpEd, At-Risk, and ELLs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need more training to work with our sub-populations with an emphasis on Limited English Language Proficient (LEP) students, Special Education students, and At-Risk students. We will continue to work toward meeting the state standards in all tested content areas. **Root Cause:** Teachers need more training to disaggregate data, implement best practices, and need professional development to provide a more rigorous instruction to promote college and career readiness.

Family and Community Involvement

Family and Community Involvement Summary

Col. John O. Ensor Middle School's parent liaison is available to parents and promotes the following activities/workshops at the campus: Family Literacy, STAAR study skills, and workshops regarding safety. Community members and parents are active on our School Improvement Team.

Family and Community Involvement Strengths

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

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

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

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: More parent involvement needed through Parent Nights, Fall and Spring athletic and fine arts events, and special presentations such as workshops teaching parents how to help their child with homework; how to check their child's grades; how to read STAAR information; how to help their child be more organized. **Root Cause:** Translation technology is needed for Spanish only speaking parents so that they are actively engaged in school events.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

- The Olweus Survey indicates that we have less bullying incidents at our campus than the national campus average.
- The Campus Climate Survey illustrates that our teachers and students are happy to be a part of our campus community. They want to be here.
- Our AVID program received a rating of Distinguished.
- STAAR results exemplify the academic progress that our students are making. We are a district leader in students who attained the Advanced Performance target.
- In 2014/2015, our campus was named a Texas Honor Roll School, based on overall student performance.
- In 2015/2016, our campus received 7 out of 7 Designation Distinctions from TEA:
 - Academic Achievement in ELA/Reading;
 - Academic Achievement in Mathematics;
 - Academic Achievement in Science;
 - Academic Achievement in Social Studies;
 - Top 25 Percent Student Progress;
 - Top 25 Percent Closing Performance Gaps;
 - Post-Secondary Readiness.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers must continue to provide support for our English Language Learners (ELLs) and our Special Education (SpEd) students. Teachers must focus on the development of vocabulary, language acquisitions, and effective small group instructional approaches. Our students must be provided with ample opportunities to engage in listening, speaking, reading, and writing. **Root Cause:** Teachers will improve in co-teaching practices, including planning and lesson delivery. Teachers need professional development related to these needs, and admin. will monitor instructional approaches and learner outcomes.

Technology

Technology Summary

Career and Technology

Students may take Agriculture/Biomedical (6th grade) and College Career and Readiness (8th grade) to help them explore and prepare for a career and high school education. We offer a STEM class known as Robotics. Students may take this course their 7th and/or 8th grade year to earn one high school local elective credit.

Technology

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

Technology Strengths

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

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

Read 180, I-Station, Compass Learning, Think through Math and other similar software are routinely used to determine student performance levels, strengthen academic skills, and measure progress. These technology tools are also utilized for interventions and documentation for at-risk students. Students may utilize Clever to access all online resources available to them.

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

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

Teachers of all content areas schedule times to utilize the computer lab in the library. During these times, students produce work by using technology to conduct research, write papers, and build power points.

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is not consistently used for instructional purposes. Teachers should incorporate technology to enhance student learning.

Root Cause: Technology is not consistently used even though trainings are offered for the teachers.

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 2017-2018 school year, SISD will implement a plan of action to ensure that district stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by an actual number of 90 on the next SISD climate survey.

Evaluation Data Source(s) 1: Comparison of the 2016-2017 and 2017-2018 student climate survey results

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide all faculty and staff training on our Emergency Operations Plan during the first week of professional development and periodically throughout the school year.	1.0, 2.0, 4.0, 10.0	Campus EOP Manager; Administrator	Sign-in sheets; presentations held by administrators; Agendas; Record of drills conducted			
Funding Sources: 199 - General - 500.00						
2) Conduct the following drills: fire drills (monthly), lockdown, shelter in place, reverse evacuation, and severe weather	1.0, 2.0, 3.0, 4.0, 10.0	EOP Manager; Administration; Faculty; Staff; SRO; School Nurse; DSC personnel	Record of documentation submitted to district			
3) Conduct Olweus/SEL lessons every Wednesday through Homeroom. Teachers will follow the Olweus/SEL curriculum. Counselors, Security Guard, and School Resource Officer will conduct classroom presentations to reinforce the program.	1.0, 2.0, 3.0, 4.0, 10.0	Olweus/SEL Facilitator; Administration; Counselors; Faculty; SRO	Classroom walkthroughs by administration; Calendar of presentations held by Counselors, Security Guard, and School Resource Officer; Record of Counselors mediation sessions related to bullying incidents and referrals to administration			
4) Provide all campus teachers continued training on the Olweus/SEL Curriculum.	1.0, 2.0, 10.0	Olweus/SEL Facilitator; Administration	Sign-in sheets; Agendas; Olweus/SEL Curriculum; Olweus/SEL Committee minutes; Lesson plans; Walkthroughs; Olweus/SEL Survey			
5) Promote and recruit parents to participate in our Eagle Eye program. These parents assist and support the campus by monitoring students during class transitions, during lunches, and during STAAR testing.	1.0, 2.0, 10.0	administration; Parent Liaison	Agendas and sign in sheets for parent meetings; Front office records of parent attendance; Reduction in discipline issues and student referrals			
6) Administration, counselors, SRO, campus security, and teachers will be out in the hallways, monitoring students during transition and on duty before/after school. Administrators, SRO, and campus security will be in the cafeteria and outside monitoring students during lunches.	1.0, 2.0, 4.0, 10.0	Administration; Counselors; Faculty; SRO; Campus Security	Reduction in discipline issues and student referrals			

7) Conduct routine perimeter checks. Ensure that all faculty and staff wear their ID badges and all visitors must obtain a Visitor's Pass. (No Intruders On Campus!). Ensure that exterior doors, other than front entrance and gym entrance doors, remain closed and locked throughout the school day. Ensure that no students are out of class without a hall pass.	1.0, 2.0, 4.0, 10.0	Administration; Entire Faculty; SRO; Campus Security	Faculty badges, Visitor identification stickers; Hall passes; No Intruders!; Reduction of discipline issues and student referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: For the 2017-2018 school year, we will maintain our effectiveness in lowering the number of bullying-related incidents reported at Col. John O. Ensor Middle School by 1%.

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

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide all campus teachers continued training on the Olweus/SEL Curriculum.	1.0, 2.0, 4.0, 10.0	Faculty; Administration; Counselors; Security; SRO	Sign-in sheets; Agendas; Olweus/SEL Curriculum; Olweus/SEL Committee minutes; Lesson plans; Walkthroughs; Olweus/SEL Survey			
2) Promote a safe and drug free environment through presentations and trainings such as Connecting with Kids and Olweus/SEL Curriculum.	1.0, 2.0, 4.0, 10.0	Administration; Faculty; Staff; SRO; Security; School Nurse; DSC Personnel	Record of counselor, SRO, and teacher mediation sessions related to bullying incidents and referrals to administration; Calendar of presentations held by counselors and school resource officer			
= 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 end of May 2018, Colonel John O. Ensor Middle School will increase "Approaches" performance by 3% in the core content areas in student assessment scores.









Evaluation Data Source(s) 1: Common assessment data, benchmark data, TELPAS data, STAAR data

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Create master schedule that fosters college and career readiness.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, faculty, counselors, PEIMS clerk.	Number of students enrolled in Pre-AP classes, high school credit courses, and the AVID elective; STAAR/EOC results, TELPAS results, PSAT, Credit-by-Exam, high school credits earned.			
2) Provide a rigorous college preparedness curriculum to students in all core content areas by following the Fundamental Five instructional model, utilizing AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies school wide, including innovative inquiry based instruction which incorporates effective research based strategies such as SIOP and Kagan, integrating technology into instructional practices; and incorporating the use supplemental materials such as I-ready Math, Scholastic Magazines, Total Motivation and STEM scopes, and STAAR Mastery.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, faculty, counselor, SCEI coaches.	Master schedule; lesson plans, student projects, school wide walk-throughs, T-TESS evaluations, department meeting notes, AVID binders, AVID meeting sign in sheets, AVID meeting agendas and minutes, common assessment data, benchmark data, STAAR results.			
Funding Sources: 199 - General - 6000.00						
3) We will renew our AVID license so that our students will continue to use the AVID products such as books for the AVID school library and AVID WICOR strategies that promote school-wide college readiness.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, AVID coordinator, campus sight team members, faculty, district personnel	Number of students in AVID, AVID site team members list, AVID meeting agendas and minutes, AVID binders, AVID campus audits from district and AVID institute, STAAR results.			
Funding Sources: 211 - Title I, Part A - 4000.00						
4) Provide professional development opportunities for veteran and new AVID sight team members at the AVID institute in Denver, Colorado. Veteran and new AVID sight team members will also attend local training this summer. The sight team will, in turn, provide professional development to the faculty in order to promote the AVID elective classes and the use of WICOR strategies school wide.	1.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, AVID site team, AVID coordinator, DSC.	AVID boost certifications, WICOR professional development agendas, sign in sheets, lesson plans, school wide walkthroughs, T-TESS evaluations, AVID binders, AVID campus certification, common assessment, benchmark, and STAAR/EOC results.			
Funding Sources: 211 - Title I, Part A - 20000.00						

5) Provide professional development opportunities to faculty on effective, research-based strategies including Fundamental Five, WICOR strategies, SIOP best practices, differentiated instruction, co-teaching that works, T-TESS evaluation, integration of technology into instruction, and specific content area instructional approaches. Teachers will incorporate what they have learned into classroom instruction which will promote college and career readiness by enhancing student learning outcomes.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, district personnel, SCEI coaches, AVID sigh team, Region 19, department chairs.	Professional development agendas, sign-in sheets, lesson plans, school wide walk throughs, T-TESS evaluations, student work samples, AVID binders, AVID campus certifications common assessment, benchmark, and STAAR/EOC results.			
	Funding Sources: 199 - General - 2500.00					
6) Purchase general supplies and supplemental instructional materials such as books for Latinos in Literacy, ink cartridges, TI-Nspire batteries, microscopes, CD players, headphones for READ 180, headphones for STAAR Online Testing and TELPAS testing, Dyslexia, and STAAR Online testing. Purchase paper to copy district required assessments and answer documents. Purchase SPED instructional programs to include license fees to meet the needs of our SPED students. Purchase dictionaries for student accessibility.	1.0, 2.0, 5.0, 9.0, 10.0	Administrators, SCEIs.	Supply inventory, lesson plans, parent meetings, common assessment data, benchmark data, agendas for parent meetings, STAAR results, parents recognized by DSC for Latinos in Literacy.			
	Funding Sources: 199 - General - 3500.00, 199 - General Fund : Special Education - 3000.00, 199 - General: Gifted and Talented - 2000.00, 199 - General Fund: Bilingual - 3500.00, 211 - Title I, Part A - 1000.00					
7) Utilize homeroom and homework central to ensure all students are provided with instructional opportunities to master the TEKs through the SCEIs, faculty, and GT teachers.	1.0, 2.0, 3.0, 5.0, 8.0, 9.0	Administrators, faculty, GT teachers, department chairs, SCEIs.	Weekly attendance rosters for homework central, classroom observations of homeroom classes, documentation of interventions for students by SCEI coaches, a decrease in at-risk numbers and a decrease in student failures, progress reports, report cards, list of placed or retained students, STAAR results.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
8) Provide seventh and eighth grade students with PSAT preparation through College Board.	1.0, 2.0, 3.0, 6.0, 9.0, 10.0	Administration, counselors, faculty.	Number of students enrolled to take PSAT, sign-in sheets and registration, number of students attending tutoring sessions to prepare PSAT. Data results from PSAT.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
9) Provide GT students in grades 6th, 7th, and 8th the opportunity to attend and compete in Team Quest, and to attend educational field trips. Provide GT students an opportunity to participate in Destination Imagination. Provide GT students an opportunity to work on Performance Standard projects after school. Purchase laptops.	1.0, 2.0, 3.0, 10.0	Administration, GT coordinator, DI facilitator.	Number of students participating in GT showcase, after school practices, Team Quest and Destination Imagination teams, number of completed projects, GT showcase.			
	Funding Sources: 199 - General: Gifted and Talented - 9000.00, 199 - General - 1500.00					
10) Purchase new computers, ELMOs, software licenses, cameras, scanners, printers, and in-focus projector/bulbs.	1.0, 5.0, 9.0, 10.0	Administration, GT coordinator, Sped, department chair, SCEI coaches, Bilingual/ESL teachers.	Administrative walkthroughs, number of students and teachers using technology equipment.			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: Bilingual - 500.00					
11) Provide P/AP courses in math, ELAR, science, and social studies in 6th, 7th, and 8th grades.	1.0, 2.0, 3.0, 4.0, 5.0, 10.0	Administration, faculty, PEIMs Clerk, counselors.	Number of students enrolled in Pre-AP classes, PSAT results, STAAR results, STAAR EOC results.			

12) Utilize Lexia SOS and System 44 for Read 180 and Dyslexia, Path Blazer for Reading, Compass Learning and Study Island for ELAR and Math, and Total Motivation for interventions to improve reading, math, and science.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration, faculty, SCEI coaches.	Identify students utilizing programs, number of students who showed growth from pre-tests to post-tests, number of students demonstrating monthly growth from assessment data, number of students demonstrating improvement in reading, writing, and math on campus, district, and state assessments.			
	Funding Sources: 211 - Title I, Part A - 5000.00					
13) Provide after school, intersession, Saturday school, and Summer school tutorials and enrichment classes for students in Math, ELAR, Science, and Social Studies. Utilize homework central to assist students in understanding concepts.	1.0, 2.0, 3.0, 5.0, 8.0, 9.0, 10.0	Administration, faculty, department chairs, SCEI coaches.	Lesson plans, student data, class rosters, attendance records, three, six, and nine week progress reports, report cards, common assessment data, benchmark data, nine-week failure reports, semester failure reports, attendance sheets, Master schedule, beginning of the year (BOY) middle of the year (MOY), end of year (EOY) common assessments, benchmark and STAAR results.			
	Funding Sources: 211 - Title I, Part A - 32000.00, 199 - General Fund: Bilingual - 12600.00, 199 - General Fund : Special Education - 8800.00					
14) Provide direct accelerated instruction (interventions) to at-risk students throughout the instructional day particularly in reading, writing, and math. Teachers will document accelerated instruction/interventions for assigned students in Eduphoria every three weeks to meet state and federal guidelines.	1.0, 2.0, 3.0, 9.0, 10.0	Administration, at-risk aides, faculty, SCEI coaches	Master schedule, at-risk management system (ARMS), weekly rosters log, three, six, and nine week progress reports, report cards, benchmark data, and STAAR results.			
	Funding Sources: 211 - Title I, Part A - 16000.00					
15) Comply with eighth grade math and reading requirements for students in danger of not meeting the state standards by providing tutoring services. Students in SSI must attend summer school to take the third STAAR administration. GPC will place/promote/retain students.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration, faculty, SCEI coaches.	Lesson plans, documentation of walk-throughs, common assessments, nine-week assessments, district benchmarks, tutoring sign in sheets, monitoring records for at-risk students, STAAR results, summer school rosters, attendance sheets.			
	Funding Sources: 211 - Title I, Part A - 16000.00					
16) Provide a state compensatory educational instructional curriculum coach (SCEI) to facilitate Math, Science, ELAR, and Social Studies. SCEIs will work with all teachers across the curriculum in staff development, GT, At-Risk, ELL, Special Education, and best practices. At-risk and librarian aides will work with at-risk students. Supplies and materials to support quality instruction and teacher professional development will be purchased.	1.0, 2.0, 4.0, 5.0, 9.0, 10.0	Administration, SCEI coaches, at-risk aides, librarian aide.	Sign in sheets, weekly activity logs, technology lab, calendar, presentation documentation, lesson plans, STAAR results.			
	Funding Sources: 199 - General Fund: SCE - 150000.00					
17) Teachers not P/AP certified will be given the opportunity to attend training at UTEP if funding permits.	1.0, 2.0, 3.0, 4.0, 5.0, 10.0	Administrators, GT coordinator.	P/AP certification			
	Funding Sources: 199 - General: Gifted and Talented - 2000.00					

<p>18) Administrators, SCEI coaches, and teachers will conduct ongoing data analysis of student performance using reports from Eduphoria, Tyler Pulse, Lead4ward, district provided comparison reports, and the Texas Academic Performance Report (TAPR). This data will be routinely analyzed and discussed collaboratively in order to monitor the progress of specific populations of students. We will identify strengths in instruction and gaps in learning. We will utilize this information to guide us in setting goals, sharing best practices, and designing new instructional approaches.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0</p>	<p>Administration, SCEI coaches, teachers.</p>	<p>Data talks documentation, lesson plans, three and six week progress reports, nine weeks report cards, common assessments, district benchmarks, STAAR results, tutoring sign in sheets, monitoring of at-risk students, summer school rosters, attendance sheets.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2017-2018 school year, the percentage of students at Col. John O. Ensor Middle School meeting "approaches" in reading will increase from 83% to 86%.

Evaluation Data Source(s) 2: Common assessment, benchmark data, STAAR data, TELPAS data.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in reading through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school and provide teachers with professional development in the areas of math with SIOP, Kagan, Fundamental Five, Co-Teaching, and Performance Level Descriptors.	1.0, 2.0, 3.0, 9.0, 10.0	Administration, faculty, SCEI coaches, department chair	Three and six week progress reports. nine week report cards. Common assessment, benchmark and STAAR results. Weekly student referrals to homework central, intersession and summer school sign in sheets.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
= 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 3: For the 2017-2018 school year, the percentage of students at Col. John O. Ensor Middle School meeting "approaches" in mathematics will increase from 89.7% to 92.7%.

Evaluation Data Source(s) 3: Common assessment, benchmark, STAAR data, TELPAS data.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in math through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school and provide teachers with professional development in the areas of math with SIOP, Kagan, Fundamental Five, Co-Teaching, and Performance Level Descriptors	1.0, 2.0, 3.0, 9.0, 10.0	Administration, faculty, SCEIs, department chair	Three and six week progress reports, nine week report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly student referrals to homework central, intersession and summer school sign in sheets.			
	Funding Sources: 211 - Title I, Part A - 20000.00					
 = 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: For the 2017-2018 school year, the percentage of students at Col. John O. Ensor Middle School meeting "approaches" in science will increase from 86% to 89%.

Evaluation Data Source(s) 4: Common assessment, benchmark data, STAAR data, TELPAS data.

Summative Evaluation 4: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in science through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school and provide teachers with professional development in the areas of Science with SIOP, Kagan, Fundamental Five, Co-Teaching, and Performance Level Descriptors.	1.0, 9.0, 10.0	Administration, faculty, SCEI coaches, department chair.	Three and six week progress report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly referrals to homework central, intersession and summer school sign in sheets.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
 = 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 2017-2018 school year, the percentage of students at Col. John O. Ensor Middle School meeting "approaches" in social studies will increase from 72.1% to 75.1%.

Evaluation Data Source(s) 5: Common assessment, benchmark data, STAAR data, TELPAS data.

Summative Evaluation 5: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in social studies through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession and summer school and provide teachers with professional development in the areas of social studies, SIOP, Kagan, Fundamental Five, Co-Teaching, and proficiency level descriptors.	1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0	Administration, faculty, SCEIs, department chair,	Three and six week progress reports, nine week report cards, common assessment, benchmark and STAAR results, sign in sheets for tutoring, weekly student referral for homework central, intersession and summer school sign-in sheets.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
 = 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 2017-2018 school year, the percentage of students at Col. John O. Ensor Middle School meeting "approaches" in writing will increase from 79.8% to 82.8%.

Evaluation Data Source(s) 6: Common assessment, benchmark data, STAAR data, TELPAS data.

Summative Evaluation 6: No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in writing through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school and provide teachers with professional development in the areas of writing with SIOP, Kagan, Fundamental Five, Co-Teaching, and Performance Level Descriptors	1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0	Administration, faculty, SCEI coaches, department chair, teachers, DSC	Three and six week progress reports, nine week report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly student referrals to homework central, intersession and summer school sign in sheets.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












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

Performance Objective 1: For the 2017-2018 school year, the percentage of observed teachers that achieve "Proficient" on T-TESS will be at least 80%.

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) prior to providing instruction to students. Teachers will continue to receive training related to the T-TESS throughout the year.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Teachers; DSC	Teacher Self Assessment: T-TESS Goal Setting and Professional Development; T-TESS Pre-conference; T-TESS Evaluations; T-TESS End of year conference			
2) Within 6 weeks of the first day of school, teachers must: Identify the data and processes used to access their students' academic and developmental needs; Identify the data and processes used to access their own professional growth areas. Work with teachers on their T-TESS Goals.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Teachers; DSC	All teachers will complete and provide their appraiser with Part I: Data Analysis and Goal Setting on the T-TESS Goal Setting and Professional Development Template within six weeks of the first day of school.			
3) Each Administrator will conduct a minimum of 5 walkthroughs per week, providing documented feedback to teachers within 48 hours.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Teachers; DSC	Number of walk-throughs conducted; Evaluation ratings(Improvement Needed, Developing, Proficient, Accomplished, Distinguished) in each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Response to ratings, feedback, and evidence provided in evaluation data and in conferences, as measured by future walk-throughs.			
4) Prior to announced observations, the appraiser will conduct "pre-conference" meetings with teachers to ask pertinent background questions about the lesson and the students in the class in order to provide context for the upcoming observations. The overall purpose of the pre-conference is for the appraiser and the teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference provides quality time for the evaluator and teacher to meet prior to the formal observation.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Teachers; DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities)			

5) Appraisers will conduct "post conference" meetings with teachers who have completed Formal T-TESS observations. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lesson with guidance and support from the administrators who conducted the observation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Teachers; DSC	The Four Key Elements of the Instructional Post-Conference will be conducted, including the review of the teachers overall Review Rating; Student academic performance on informal and formal assessments; Common assessments, benchmarks, and STAAR results; Evidence of professional goal attainment			
6) Prior to the End-of-Year Conference, all teachers must identify the evidence of goal attainment/progress for 2 goals, including the impact on students achievement. Teachers must identify the professional development participation connections for these goals. Teachers must describe how they used these goals and the professional developments to impact instruction and students.	1.0, 2.0, 3.0, 4.0, 5.0, 10.0	Administration; Teachers; DSC	Prior to the End-of Year Conference, teachers must complete and provide their appraiser with Part II: Goal Reflections on the T-TESS Goal Setting and Professional Development Template			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















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

Performance Objective 2: For the 2017-2018 school year, we will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status. Teachers will be provided with the support that is necessary in order to promote student and personal growth. Teachers will be involved in selecting their own professional growth plans and work collaboratively in teams and PLCs. Our success will be measured by teacher retention rates, teacher transfer request, and the Campus Climate Survey. Teacher growth will be measured by following the T-TESS process and by evaluating STAAR results.

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide highly qualified teachers in all academic subjects.	1.0, 2.0, 3.0, 5.0, 10.0	Administration; HR at District	Master schedule; Student enrolled in classes; Enrollment dictates number of teachers needed			
2) We will utilize a consistent, well planned, and organized interview process to ensure that we are hiring the right personnel for specific positions. Interviewees will have a limited amount of time to answer a variety of questions related to the job. As a committee, we will collectively determine and recommend the most qualified candidate.	1.0, 2.0, 3.0, 5.0	Administrators; Department Chairs; SCEI Coaches; Teachers; Faculty	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Student outcomes			
3) Based on strengths and professional development goals, Faculty members will be strategically placed into collaborative teams which will address specific needs of the campus community. All team members will be responsible for participating in determining needs, creating goals, and executing plans to solve problems and promote progress. All teachers will be involved in the decision making process that will lead to the academic achievement of students.	1.0, 2.0, 3.0, 5.0, 10.0	Administration; Counselors; Teachers; Faculty	Reports and data related to team responsibilities; Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates.			

<p>4) We will provide all teachers with the support that is necessary for them to be successful in their craft. Teachers will be provided with training and professional development opportunities that are needed to promote the social, emotional, and academic needs of our students. Teachers will also select professional development that promotes personal growth and continuous learning. Teachers will be provided with the necessary resources, equipment, and technology to teach efficiently and effectively. Administration will work collaboratively with all teachers to provide guidance, coaching, and mentoring.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0</p>	<p>Administration; Teachers; DSC; Region 19; SCEIs</p>	<p>Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences</p>			
<p>5) The Administration will assist teachers with student discipline concerns that may interfere with the teachers' ability to teach and/or the students' ability to learn.</p>	<p>1.0, 5.0, 10.0</p>	<p>Administration; Teachers</p>	<p>Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences; Documentation of incidents; Referrals; E-mails and phone call documentation of parent contacts</p>			
<p>6) All teachers will have opportunities to work collaboratively in Professional Learning Communities. Members will evaluate performance data, compare results, share instructional ideas, teach and learn best practices, plan instruction, and write lesson plans</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0</p>	<p>Administration; Teachers</p>	<p>Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Lesson plans; PLC sign in sheets; Meeting agendas; Data Talk documentation</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: During 2017-2018 we will provide professional development opportunities for teachers to increase student performance by 3% in all core areas.

Evaluation Data Source(s) 3: STAAR data; TELPAS data; Benchmark data; Region 19 workshops; District trainings

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Educators will have the opportunity to participate in multiple professional developments throughout the school year. Training will be provided at the campus, district, and Region 19 ESC. Teachers will be expected to incorporate strategies and concepts learned into instructional practices that impact student performance.	1.0, 2.0, 3.0, 4.0, 5.0, 10.0	Administration; Faculty; SCEI Coaches; DSC	Sign-in sheets; Certifications; Lesson Plans; Walk-throughs; T-TESS Observation; STAAR results			
	Funding Sources: 211 - Title I, Part A - 5000.00					
2) We will provide Ensor employees the opportunity to attend the AVID Summer Institute to receive professional development on the AVID Philosophy and instructional strategies. New campus educators will continue to be invited to attend the AVID Institute. Selected new members will be teachers who volunteer. Participants in the Summer training will be the campus AVID Site Team for the new school year. Site Team members will return to Ensor prepared to provide professional development to the campus teachers. They will provide AVID school wide training in WICOR, Cornell Notes, Socratic Seminar and other strategies during staff development. Together we will encourage participation in the AVID Elective classes, incorporate WICOR strategies into instruction, and promote AVID School Wide.	1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0	Administration; AVID Site Team; AVID Coordinator; Faculty; DSC	Number of students in AVID; AVID site Team member list; AVID meetings sign-in sheets; Agendas; AVID minutes; Campus professional development sign in sheets and agendas; Lesson Plans; Walk-through data; T-TESS Observations; AVID Binders; STAAR results			
3) Professional developments opportunities will be provided to teachers related to the incorporation of technological support and teaching approaches. Examples of software programs to be utilized include Compass Learning; Lexia SOS, Read 180, System 44, Eduphoria, Think through Math, Total Motivation, STAAR Mastery, Study Island, and Lead4ward.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; SCEI coaches; Faculty; DSC	Number of teachers registered for professional development; Evidence of technology supported instruction will be observed and documented in walk-throughs and T-TESS observations; Lesson plans and department/grade-level planning; Student projects, STAAR results			












4) We will provide training on participation criteria, accommodations, and time lines for STAAR, TELPAS, ARDs, and GT for all teachers.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; SCEI coaches; Faculty; Counselors; Diagnostician	Department and faculty meeting (agendas); Sign-in sheets; IEPs; ARD documentation; GT projects; Walk-throughs; STAAR monitoring documentation forms; Common assessments, benchmark, and STAAR results			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: In 2017-2018 , 100% of our campus teachers and students will be familiar with the requirements of House Bill 5.

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

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Training will be provided to faculty and staff regarding House Bill 5 graduation and attendance requirements.	1.0, 2.0, 4.0, 10.0	Administration; Counselors; DSC	Sign-in sheets; Power point presentations; Professional development agendas			
2) Our counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Report Card Nights.	1.0, 2.0, 6.0, 10.0	Administration; Counselors	Sign-in sheets; Power point presentations; Professional development agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 1: During the 2017-2018 school year, Colonel John O. Ensor Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 2% as compared to the 2016-2017 school year to promote teamwork and unity in the education of students.

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide parents informational training on a variety of academic focused topics including STAAR assessments, literacy in the home, how to help their child with homework, and House Bill 5. Increase parent awareness and accountability of STAAR through the following: parent meetings conducted by the parent liaison, campus informational flyers, failure meetings with teachers, meetings with parents of at-risk students and/or LEP students.	1.0, 2.0, 6.0, 9.0, 10.0	Administration, counselors, faculty, parent liaison, DSC, SCEIs.	Sign in sheets, agendas, copies of presentations, meeting feedback forms, student failure rates per nine weeks, student failure rates per semester, STAAR results.			
	Funding Sources: 211 - Title I, Part A - 100.00					
2) Support the needs of students and parents by providing presentations, classes, parent-teacher conferences and trainings. We will provide refreshments, technology support, and classroom materials to support and promote parental involvement. Parent liaison may attend conferences and/or trainings out-of-town to bring back information to assist parents with involvement in the school.	1.0, 2.0, 6.0, 9.0, 10.0	Administration, counselors, faculty, parent liaison.	Sign-in sheets, agendas, copies of presentations, meeting feedback forms, calendar of events.			
	Funding Sources: 211 - Title I, Part A - 1150.00					
3) Provide communication to parents regarding ongoing campus and district activities through any of the following means: web-based calendar, monthly calendar of events, call-out system, meetings, conference, "drive-through breakfast" event, flyers sent home with students, campus social media via Twitter, Facebook and Instagram.	1.0, 2.0, 6.0, 9.0, 10.0	Administration, counselors, faculty, librarian, parent liaison.	Flyers, calendar of events, sign-in sheet, campus web page.			
	Funding Sources: 211 - Title I, Part A - 300.00					









4) Increase parent engagement by having students and their parents attend district sponsored Mother/Daughter conference or Father/Son conference.	1.0, 2.0, 6.0, 9.0, 10.0	Administration, counselors, parent liaison, district personnel.	Sign-in sheets, agendas, improved student scores for participants, evaluations, participation counts.			
5) Parents will be encouraged to routinely monitor the academic progress of their children by regularly accessing the Tyler Parent portal data system and Team SISD app.	1.0, 2.0, 4.0, 6.0, 9.0, 10.0	Administration, counselors, front office staff, teachers.	Number of parent who sign up for parent portal, student grades, increased parent participation in parent/teacher meetings and conferences, common assessment, benchmark, and STAAR results.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 2: By the end of 2017-2018 school year, Colonel John O. Ensor will increase, by 1% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Collaborate with area businesses, colleges, and UTEP to support student education.	1.0, 2.0, 6.0, 9.0, 10.0	Administration, parent liaison, counselors, AVID sight team, student council, facilitator, PAS teacher.	Numbers of partners in education, number of educational presentations provided by partners in education, number of field trips that promote interest in higher education, number of donations which support the educational needs of students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 3: For the 2017-2018 school year, Colonel John O. Ensor Middle School' office staff and administrators will attend a minimum of one customer service training to ensure a positive and welcoming school climate for parents and community members.

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue customer service training provided by campus and/or district.	1.0, 2.0, 4.0, 10.0	Administrtrtion, campus clerks, DSC.	Climate survey.			
 = 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 2017-2018 school year, students in each subgroup will increase score by a minimum of 5%, compared to the previous years performance of the same students.

Evaluation Data Source(s) 1: Throughout the year, we will monitor the progress and academic achievement of students by evaluating common assessments and benchmark results using data systems such as Eduphoria, Leap4ward, and Tyler Pulse. Summative progress will be evaluated using STARR data and the TAPR report.

Summative Evaluation 1: Some progress made toward meeting Performance Objective


















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide accelerated and differentiated instruction for LEP, SPED, and other struggling students during classes throughout the school day. Additional support will be offered after school, during Saturday School, during Fall and Spring Intersession, and during Summer School. Accelerated Instruction Plans will be created, by accountable teachers, for student who are in danger of not passing to the next grade level.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEI coaches; At-Risk Aide(s); Title III Instructional/LPAC Aide	Student rosters; Lesson Plans; Sign-in sheets; 3 and 6 week progress reports; Report cards; Informal and Formal assessments; IEP goals, Common assessments, Benchmark, and STAAR results			
Funding Sources: 199 - General Fund: Bilingual - 1500.00, 199 - General Fund : Special Education - 1500.00						
= 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: For the 2017-2018 school year, the average daily attendance for students at Col. John O. Ensor Middle School, will be at 97% or higher.

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

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to make daily phone calls to parents when students are not in attendance.	1.0, 2.0, 6.0, 9.0, 10.0	Attendance Clerk; Administrators; Counselors	Daily attendance rate will be equal to or above 97%			
2) Continue with district campaign of Make it Count and give a prize every 9 weeks to a student with perfect attendance for the grading period.	1.0, 2.0	Attendance Clerk; Administrators; Counselors; Students; Parents	Daily attendance rate to equal to or above 97%			
Funding Sources: 199 - General - 200.00						
3) Continue to have monthly attendance committee meetings to document students with attendance concerns and to create and execute action for improving attendance.	1.0, 2.0, 8.0, 9.0, 10.0	Attendance Clerk; Administrators; Counselors; Students; Parents	Daily attendance report; 9weeks attendance reports; Warning Letters; Attendance court			
4) Ensure that no students are in the hallway without a hall pass. Teachers will take attendance at the beginning of every period.	1.0	Entire faculty	Attendance record			
 = 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 2017-2018 school year, 100% of Col. John O. Ensor students, encompassing all special populations and sub-populations, will be placed in proper learning environments and proper grade level to ensure that they reach their full potential.

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

Summative Evaluation 3: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Ensure 100% of Special Education students, GT students, 504 students, and ELLs are properly identified and appropriately served and monitored by special education teachers.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration; Special Education Teachers; Diagnosticians	Schedules, ARD's, 3-6-9 weeks benchmarks			
 = 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: For the 2017-2018 school year in order to meet state systems safeguards, ELL students will increase performance in the areas of reading, math, writing, science, and social studies by 5% as evidenced by performance on state assessments.

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

Summative Evaluation 4: Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Identify appropriate language accommodations to provide to ELL students through LPAC meetings. Provide tutoring in 6th-8th core areas through pull-out programs, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	LPAC committee; ESL Teachers; Core Teachers; SCEIs, TIA	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments			
 = 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: For the 2017-2018 school year in order to meet state systems safeguards, students enrolled in special education will increase performance in the areas of reading, math, writing, science, and social studies by 5% as evidenced by performance on state assessments

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

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Identify appropriate language accommodations to provide to SPED students through ARDs. Provide tutoring in all core areas through pull-out programs, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	SPED Teachers; Core Teachers; SPED aides	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments			
 = 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 6: During the 2017-2018 school year, Col. John O. Ensor will provide teachers with professional development training in technology in order to meet system safeguard indicators at 60%.

Evaluation Data Source(s) 6: STAAR data

Summative Evaluation 6: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Core teachers will be encouraged to enhance student learning through the use of technology. Teachers will be trained and provided with supplemental materials such as STAAR Master, Think through Math, Path Blazer, Compass Learning, and Blended Learning.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEIs; District Personnel	Benchmark; STAAR 2018			
2) Provide supplemental Library books for accelerated instruction for at-risk students at different reading levels.	1.0, 2.0, 8.0, 9.0, 10.0	Administration; Librarian Aide; Librarian; Faculty	Benchmark; STAAR 2018			
3) Provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NPIRE calculators to enhance student learning.	1.0, 2.0, 5.0, 10.0	Administration; Faculty; SCEIs; Librarian	Benchmark; STAAR 2018			
4) Provide TEKS Resource System as the primary curriculum. Supplement with other programs such as STAAR Master, Lead4ard, and Total Motivation.	1.0, 2.0, 3.0, 10.0	Administration; Faculty; SCEIs	Benchmark; STAAR 2018			
5) Implement a research-based and data-driven staff development model using Compass Learning in Math and ELAR; Path Blazer; Read 180; Think through Math, System 44 to enhance student learning.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration; Faculty; SCEIs; DSC	Benchmark; STAAR 2018			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for Col. John O. Ensor Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.046.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$16,763.00
199.11.6118.00.046.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$23,347.50
199.11.6119.00.046.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$117,045.00
199.11.6119.00.046.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,974.00
199.11.6129.00.046.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,087.00
199.12.6129.00.046.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,619.00
199.11.6141.00.046.7.30.0.00.	6141 Social Security/Medicare	\$1,930.00
199.11.6141.00.046.7.30.8.00.	6141 Social Security/Medicare	\$1,653.00
199.12.6141.00.046.7.30.0.00.	6141 Social Security/Medicare	\$140.00
199.11.6142.00.046.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.046.7.30.8.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.046.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.046.7.30.0.00.	6143 Workers' Compensation	\$588.00
199.11.6143.00.046.7.30.8.00.	6143 Workers' Compensation	\$504.00
199.12.6143.00.046.7.30.0.00.	6143 Workers' Compensation	\$43.00
199.12.6146.00.046.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$53.00
199.11.6146.00.046.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,995.00
199.11.6146.00.046.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,324.00
199.11.6146.00.046.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$423.00
199.11.6149.00.046.7.30.0.00.	6149 Employee Benefits	\$1,719.00
199.11.6149.00.046.7.30.8.00.	6149 Employee Benefits	\$1,748.00

199.11.6149.00.046.7.30.9.00.	6149 Employee Benefits	\$600.00
199.12.6149.00.046.7.30.0.00.	6149 Employee Benefits	\$144.00
6100 Subtotal:		\$348,115.50
6400 Other Operating Costs		
199.11.6494.00.046.7.30.5.00.	6494 Reclassified Transportation Expenses	\$1,200.00
199.11.6494.00.046.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,544.50
6400 Subtotal:		\$2,744.50

Personnel for Col. John O. Ensor Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
202556 - TORRES, YVONNE	TEACHER	SCE	1
206512 - LICON, SANDRA L	LIBRARY AIDE	SCE	0.5
206541 - GUERRA, RACHEL I	SCE-INTERV COACH	SCE	1
212303 - AGUIRRE, LIZA I	SCE-INTERV COACH	SCE	1
214334 - RODRIGUEZ, CHRISTINA	SCE-TEACHER CSR	SCE	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199	\$500.00
2	1	2			\$6,000.00
2	1	5			\$2,500.00
2	1	6			\$3,500.00
2	1	9			\$1,500.00
5	2	2			\$200.00
Sub-Total					\$14,200.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	16			\$150,000.00
Sub-Total					\$150,000.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$3,000.00
2	1	13			\$8,800.00
5	1	1			\$1,500.00
Sub-Total					\$13,300.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$4,000.00
2	1	4	Professional Development for AVID		\$20,000.00
2	1	6			\$1,000.00
2	1	7			\$1,500.00
2	1	8	Provide funding for 7th & 8th grade PSAT through College Board		\$2,000.00

2	1	10			\$5,000.00
2	1	12			\$5,000.00
2	1	13			\$32,000.00
2	1	15			\$16,000.00
2	2	1			\$1,500.00
2	3	1			\$20,000.00
2	4	1			\$1,500.00
2	5	1			\$1,500.00
2	6	1			\$1,500.00
3	3	1			\$5,000.00
4	1	1			\$100.00
4	1	2			\$1,150.00
4	1	3			\$300.00
Sub-Total					\$119,050.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$3,500.00
2	1	10			\$500.00
2	1	13			\$12,600.00
5	1	1			\$1,500.00
Sub-Total					\$18,100.00

199 - General: Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$2,000.00
2	1	9			\$9,000.00
2	1	17			\$2,000.00
Sub-Total					\$13,000.00
Grand Total					\$327,650.00