

**Socorro Independent School District**  
**SSG. Manuel R. Puentes Middle School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

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

## Vision

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

SSG. Manuel R. Puentes Middle School received an Accountability Rating for 2016 of

**Met Standard**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at the end of the 2016-17 school year was 3.7% African-American, 6.9% White, 1% Asian, 86.7 % Hispanic .1% Pacific Islander, 50.31% male and 49.68% female with a low socioeconomic status of 59.16%. For the 2017-2018 school year, SSG Manuel R. Puentes Middle School will serve approximately 900 students in grades 6th, 7th and 8th, serving 63 English Language Learner students, 61 students in the Gifted and Talented program, 64 students identified for 504 services, and 84 students are currently scheduled to be served through special education services. Our mobility rate as of May 2017 is 11% and we have a dropout rate of 0%. For the 2017-2018 school year we will serve approximately 365 at risk students.

Puentes Middle School will begin the 2017-2018 school year with 51 classroom teachers who will serve approximately 900 students in grades 6th – 8th. We will be replacing 7 teachers. Four teachers are leaving for a promotion, 1 teacher staying home to raise children, one to health reasons, one to a high school position. All of our teachers are highly qualified.

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

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

College Board training will be offered through the UTEP Summer Institute for teachers teaching 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Pre-AP content courses. Teachers will also have the opportunity to attend the district offered training provided in June and July.

In June, our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade campus Advancement Via Individual Determination (AVID) team, to include a SPED teacher, will attend the summer institute for training in program implementation to include teaching AVID strategies throughout all of our classes and various program strands (such as implementation, counseling, and leadership.)

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

Staff development will continue to focus on providing strategies to teachers that enhance depth and rigor by continuing the use of KAGAN cooperative learning strategies and SIOP Best Practices. Additional training opportunities for new teachers will be researched. Teachers, through the use of PLC's, will practice new strategies and discuss what activities are working with their students.

### **Demographics Strengths**

The campus serves predominantly middle class type families with a high military population. The school has one of the top attendance rates with above average achievement rates on STAAR. Over 90% of all parents, in our 2016-2017 climate survey, rated us favorably in feeling their child attends a safe school, feels their child is getting a great education, feel the administration, faculty and staff value their child, and feel their child is getting strong academic education.

# Student Academic Achievement

## Student Academic Achievement Summary

The site-based decision-making team reviewed the results of the 2016 and the 2017 STAAR tests for the incoming elementary and current middle school students.

The following results were identified under the new state standards: (This chart is a comparison from our last year's scores to this year's scores, to include all populations.)

### STAAR score comparisons for 2016 to 2017

6th Grade	2016	2017	Gains in Scores	2016- Meets	2017 Meets	Gains	2016 Masters	2017 Masters	Gains	2016ESL/LEP	2017 ESL/LEP	Gains	SPED 2016	Sped 2017	Gains in SPED
Reading	83%	72.2%	-11%	46%	36.6%	-9.43%	19.7%	14.8%	-4.9%	63%	65%	+2	47%	17%	-30%
Math	79.2%	79.8%	+6.4%	44.1%	37.5%	-6.56%	14.6%	15.1%	+0.5%	72%	67%	-5%	30%	38%	+8%
7th Grade	2016	2017	Gains in Scores	2016- Meets	2017 Meets	Gains	2016 Masters	2017 Masters	Gains	2016ESL/LEP	2017 ESL/LEP	Gains	SPED 2016	Sped 2017	Gains in SPED
Reading	73.8%	81.8%	+7.99%	36.9%	48.9%	+11.98%	13.7%	24.9%	+11.2%	41%	70%	+29%	20%	16%	-4%
Math	76.4%	77%	+6.1%	38.7%	47.3%	+8.54%	13.7%	17.3%	+3.6%	20%	48%	+28%	14%	11%	-3%
Writing	76.7%	79.4%	+2.7%	43%	44.8%	+1.80%	10%	10.5%	+5%	38%	65%	+27%	27%	16%	-11%
8th Grade	2016	2017	Gains in Scores	2016- Meets	2017 Meets	Gains	2016 Masters	2017 Masters	Gains	2016 ESL/LEP	2017 ESL/LEP	Gains	SPED 2016	Sped 2017	Gains in SPED
Reading	91.3%	91.65%	+35	52.3%	52.3%	+35%	18.9%	21.3%	+2.4%	64%	63%	-1%	28%	41%	+13%
Math	87.5%	94.4%	+6.93	50%	57.8%	+7.84%	11.4%	16.0%	+4.6%	73%	80%	+7%	11%	24%	+13%
Science	80.4%	84.4%	+4.01%	46.2%	53.5%	+7.39%	15.8%	18.4%	+2.6%	67%	59%	-8%	25%	50%	+25%
Social Stud	85.1%	81.5%	-3.56	49.8%	40.9%	-8.88%	31.0%	24.2%	+6.8%	63%	59%	-4%	38%	67%	+29%

Algebra I	2016	2017	Gains in Scores	2016 Meets GrLv	2017 Meets Gr Lvl	2016Mastered	2017 Mastered	Difference
	100%	100%	=	90.5%	90.9%	90%	75.8%	-15%

TELPAS 2017 (Students who proessed one proficiency level from 2016-2107)

6th Grade 70% progressed; 44% of students were exited through LPAC end of year

7th Grade- 60% progressed; 52% students were exited through LPAC end of year

8th Grade- 79% progressed; 46% students were exited through LPAC end of year

### Student Academic Achievement Strengths

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

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

We will continue to implement research based teaching strategies and materials, practice vertical alignment among the core content areas, and provide common planning time. All SCEI coaches through the Pebble Hills feeder pattern will be utilizing common assessments, benchmarks, and STAAR data to provide interventions that are effective to students' academic growth.

Student success will be ensured through a number of interventions, such as accelerated instruction that is provided during the school day, after school and/or during intersession tutoring. Classroom teachers, instructional aides, curriculum coaches, and college tutors will work closely with all students on a daily basis.

All subpopulations will be monitored and assessed to ensure that all students will be successful on all STAAR assessments. These subpopulations include Hispanic, African American, White, Native American, Economically Disadvantaged, 504, GT, English Language Learners, and Special Education students.

The Special Education department will be structured following the district implementation of the Stetson Model and providing students with the least restrictive learning environment. Additional training in the implementation of the PAS class, Specialized Support and Co-teaching will be on-going. During



the 2017-18 school year, we will continue to implement two PAS Units (Practical Academics Skills) providing students an instructional program that will include pre-vocational and community-based activities for students that have cognitive skill challenges. The PAS students will be involved in school activities that promote our “green campus” designation, such as the implementation of a “Green Team Recycling Program.” We will also need to focus and provide our staff with needed resources to assist students with appropriate interventions for instructional success and for expectations to assist with meeting the standard on STAAR assessments.

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

The Gifted and Talented program will be incorporated and supported in a variety of ways. They will be placed into in a Homeroom class together with their GT coaches to allow them to collaborate. Students will be given an opportunity to participate in Destination Imagination allowing their creative side to flourish by working together as a team on theme-centered assigned challenges. Teambuilding activities will also be provided through an off campus field trip opportunity. Students will research and prepare original project presentations that will be featured at the campus and annual District GT showcase.

Through the implementation of the AVID Program for all grade levels students will practice organization, study and learning skills. The AVID program's mission is to close the achievement gap by preparing students for college readiness and success in a global society.

All 8th grade students enrolled in Algebra I met or exceeded the standard on the Algebra I End of Course assessment earning high school credit. We will continue to strive to have at least 1/3 of our 8th grade students finish Alegbra I, and the corresponding EOC assessment, successfully before entering high school.

In order to foster well-rounded students, they will have opportunities to express their musical, creative, athletic and technological abilities through a variety of fine arts, elective and extracurricular programs.

For our parents to help their child be successful, throughout the year, we will provide activities to engage parents in the educational process to ensure the academic and behavioral success of students, such as during Open House, Student Led Conferences, Family Nights for content classes (Family Math/Science Night, Literacy/Freedom Week) and informational meetings (HB5, Advanced Academy opportunities, area school meetings, etc.)

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** STAAR Scores will increase 10% points for all core content in Mastering Grade Level. Until all of our students are at Meets Grade Level and beyond we will not have accomplished our goal of making sure our students are ready for higher education. **Root Cause:** Data reflects that targeted staff development in the year 2016-2017, was not sufficient for staff to become master teachers in differentiated instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students and achieve a conducive learning environment.

**Problem Statement 2:** In the 2016-2017 school year, 16% of our SPED students Met Satisfactory Performance (MSP) in Writing STAAR compared to 79% of all students, 25% MSP in Reading STAAR compared to 82%, 24% MSP in Math STAAR compared to 84%, 50% MSP in Science STAAR compared to 85%, 67% MSP in Social Studies compared to 82%. The Meeting Grade Level performance will increase 10% for SPED students. **Root Cause:** Data reflects that targeted staff development in the year 2016-2017, was not sufficient for staff to become master teachers in differentiated instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students and achieve a conducive learning environment.

**Problem Statement 3:** • During the 2016-2017 school year, 65% of our ESL/LEP students Met Satisfactory Performance (MSP) in Writing STAAR compared to 80% of all students, 65% MSP in reading STAAR compared to 82%, 47% MSP in Math STAAR compared to 84%, 59% MSP in Science STAAR compared to 80%, and 59% in Social Studies compared to 82% Meeting Grade Level performance will increase 10% for ESL/LEP students. **Root Cause:** Data reflects that targeted staff development in the year 2016-2017, was not sufficient for staff to become master teachers in differentiated instruction, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students and achieve a conducive learning environment which may have impacted one year growth reflected in TELPAS.

## School Processes & Programs

### School Processes & Programs Summary

Here at SSG. Manuel R Puentes Middle School we take pride in providing our students with a well-rounded education that teaches students about accountability and different programs and processes that allow students to flourish in life.

Administration met once a week with curriculum coaches, counselors, the librarian, and Community In Schools counselor to discuss processes and programs that were working and others that needed to be adjusted to meet student needs. Department meetings were held twice a month with the leadership team to implement campus initiatives and provide needed staff development. The teachers and staff participated in professional development throughout the year as well as in weekly department meetings to collaborate with their colleagues, plan lessons, analyze data, and discuss student progress. Two SCEI coaches assisted teachers with support for lesson planning, data desegregation, classroom activities, and modeling the lesson as needed.

Administrative walkthroughs ensured quality instruction through a process of continual feedback and teacher self-reflection. Professional development was provided for our faculty and staff based on campus needs. It provide support and resources to facilitate professional and instructional growth to achieve high student academic performance. Needs were determined through the feedback sessions with Curriculum and Instruction personnel to analyze data from the prior year's STAAR assessments, current year district benchmark assessments, and common assessments.

In the 2017-2108 school year Puentes will be starting its 5<sup>th</sup> year in existence. A technology plan will be implemented to begin to replace our technology. In the 2017-2018 school year we pledge to replace at least 2 IWB's and purchase 25 new desktop computers for the classrooms that serve the most at-risk students.

### School Processes & Programs Strengths

The "Make It Count" philosophy will continue to be our focus for increasing student attendance. The overall student attendance for 2016-2017 was 96.89% which met the district goal of 97% for middle schools. We will continue to inform students of the requirements of House Bill 5 which specifically outlines the attendance requirements and loss of credit guidelines by conducting parent meetings, student agenda information reminders, and letters sent home to students. The campus attendance committee will meet every 4-weeks to review student attendance issues and send notification home to parents. Our campus attendance program will provide student recognition each month through morning announcements and grade level recognition every Monday. Perfect attendance for students will be recognized through the end of year campus awards ceremony.

Puentes provides all its students a Physical education that has been enhanced through the use of the Generation Fitness Program as well as equipment that promotes lifelong wellness with a program of cardio strength, flexibility and endurance. We will provide students with after school athletics in grades 7th and 8th for both boys and girls. In addition, a 10-week brain research program will be implemented into the curriculum for 7th grade P.E. students by a trained Health/PE teacher. The campus nurse and cafeteria manager will provide presentations which reflect nutrition and healthy eating habits throughout the year and upon request.

With our award winning Fine Arts program students will have opportunities to express their musical and creative abilities as well as athletic through a variety of fine arts and extracurricular programs.

Other resources that will be utilized are computer programs that are designed specifically to support their academic needs such as Pathblazer and i-Ready. Our campus writing curriculum will continue to incorporate the "Empowering Writers" program to provide additional activities focused on strengthening student writing skills. Sixth, seventh and eighth grade students that are struggling readers will be provided accelerated instruction through Read 180, Pathblazer and i-Ready. Students that have been diagnosed with dyslexia will be serviced through the Wilson Program. Identified 7<sup>th</sup> and 8<sup>th</sup> grade students will be placed in a required Math or Writing Lab that will provide assistance in establishing a strong foundation in Math/Writing.

Puentes MS enjoys the use of the following technology:

- IWB's in every staff development location and classroom in the building.
- 1-2 desktop(s) in each classroom.
- 4 computer labs and 30 computers in the Library.
- We have a cart with 30 iPads
- We have 3 carts with 30 Laptops

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers are insufficient in implementing technology within their curriculum. **Root Cause:** Technological training to include flipped classroom/ blended learning models to create an engaging learning environment that can be applied to their world was not utilized with fidelity. Teachers stated in Climate Survey that additional modeling and training was needed.

**Problem Statement 2:** Accessibility to online programs is needed to address student needs. **Root Cause:** Professional development on how to access the online programs through Clever was needed in order for the programs to be used with fidelity.

**Problem Statement 3:** Inconsistency in monitoring of campus initiatives and programs. **Root Cause:** The administration and leadership team needed to prioritize duties.

**Problem Statement 4:** Math and Writing TEKS are not being addressed appropriately in the Math and Writing labs. **Root Cause:** Collaboration between the math/writing lab teachers and the core curriculum teachers was inadequate.

**Problem Statement 5:** In the 2017-2108 school year Puentes will be starting its 5th year in existence. A technology plan will be implemented to begin to replace our technology. **Root Cause:** Technology equipment is becoming outdated. Due to population growth the student to computer ratio became inadequate.

# Perceptions

## Perceptions Summary

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

### 2017 Climate Survey Results

We believe the climate survey is a great tool and checkpoint for us to learn how to improve our craft and continue to move forward in helping our students become college and career ready. Over 30 comments were made of what is going right here at Puentes MS. Some of the feedback included how the teachers and students feel that they belong to a great school and community that will go the extra mile to collaborate to make sure they are preparing and inspiring our students for their future endeavors. Teachers feel that administration and the office staff respect and care for them. One comment stated that the whole community is selfless in working for student success. Final words that came up in stakeholder comments were “Blessed” and “Feel like Home”.

Some constructive feedback was that teachers noted that they do feel overworked and overwhelmed due to the many responsibilities they are required to do and time constraints. Teachers will be provided with planning days throughout the year to collaborate with their professional learning communities to work smarter and not harder. It was also expressed that there is a need for additional professional development in areas of new technology. Our district technology specialist and SCEI coaches will assist in making sure our teachers have the support and training needed to be up to date in technological programs and systems.

Students asked that the lessons being plan have differentiation and that teachers implement more project based learning. Teachers will be asked to create lesson plans that will implement how they will be differentiating the lesson to meet the needs of all learners. In addition a PBL will be a requirement at least once a 9 weeks.

### Safety

Our 2017 Climate survey also revealed that all stakeholder feel safe and secure at SSG Manuel R. Puentes Middle School. It is our number one priority to provide a safe environment for students, staff, and community with the continued implementation of the Emergency Operations Plan. We will ensure that our students and staff are knowledgeable and able to implement the EOP by providing a series of training and drills throughout the school year to be prepared for multiple emergency situations. Staff will monitor during student morning entrance, class transitions, lunch times, and dismissal after school. Our front entrance provides a single point of entry for our community entering our campus and they will be required to provide identification that is checked using the Hall Pass system. Visitors will be given a visitor ID and will be escorted to their destination.

We will utilize our School Resource Office (SRO) and security guard to continue monitoring the campus throughout the day with an emphasis before, during, lunch time, and after school. Student safety is supported through classroom presentations that incorporate the Olweus Bullying Prevention Program.

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

Plan.

### Caring for the Whole Child

The Puentes community, and all of its stakeholders, believes that in order for our students to be well-rounded and successful we need to meet the needs of the whole child. This can only happen when students feel safe and supported, academically ready to move forward, have been educated by highly qualified teachers, have the full support of their parent(s) or guardian(s), and that all stakeholders are held accountable. Therefore Puentes has many other programs and systems in place to meet those needs.

A supportive Counseling program will prepare students for the next phase of education. Counselors also provide in-class presentations and College Career Readiness Plans which are developed with the assistance of the 8th grade Exploring Careers Elective.

Eighth grade students will complete the HB5 required endorsement verification plan prior to high school registration. Counselors will provide teachers and students with updated information regarding HB5, SB460, Section 504, CPS, and Suicide Protocol requirements as it becomes available.

For 2017-2018 school year SSG Manuel R Puentes will conduct weekly social emotional lessons during homeroom using resources from the Tribes learning community. Data will be used from surveys that will be given every 9 weeks which will help us assess the success of the social emotional practices in order to build a true learning community.

Student discipline issues will be addressed with the implementation of a counselor support group(s) that will address self-esteem, decision making, goal setting, and responding to peer pressure

This school year Counselors will apply for the Lonestar Award during the 2017-2018 school year to highlight all that is done to ensure the success of our students.

### Family and Community Engagement

Our Parent Liaison will provide parenting classes based on results from parent surveys, which will include topics such as health and nutrition, academic skills on how to help your child, bullying awareness, student transition to middle school/high school, English language development, and computer/technology skills. Continued communication through social media , surveys and meetings will allow for topics to be added as needed to fit the needs of the community.

### **Perceptions Strengths**

Puentes Middle School has Parent Information Nights, Student-Led Conferences and Family Team-Building Nights which are held twice a year to provide parents with an opportunity to connect to the campus and their students. The annual Parent Information Fair in the Spring is provided to assist parents with information on extra-curricular activities for middle and high school, health, advanced academics, tutoring opportunities and much more.

Our CIS/Parent Liaison also holds at least two military evenings for families to assist with transition support, college readiness, extra-curricular programs, to introduce our Communities in Schools Program and the importance of the AYPYN (Army Youth Program in Your Neighborhood) grant funding.

CIS/Parent Liaison will utilize the Partners in Education community businesses to enhance the various campus programs with incentives, prizes, guest speakers and more. We will increase communication with families by providing information through online and printed newsletters, the school website, SISD Blackboard App, Tyler Student 360, outdoor marquee, Twitter, Instagram and other various social media outlets.

Both our CIS/Parent Liaison will plan featured guest speakers from various career choices and colleges throughout the year based on feedback from the Puentes Community that is gathered through a parent engagement survey.

Due to the friendly and welcoming atmosphere here at Puentes MS our parent volunteer hours increased by 30% in the 2016-17 school year.

We continue to meet the challenges put before us and will continue to grow and improve making our goals for the 2017-18 school year ones that will continue to add to our journey of success.

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

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** To increase parent attendance in school and community meetings by 20 % in the 2017-2108 school year. **Root Cause:** Meetings were not held in the evenings and not enough incentives were offered for parents to participate.

**Problem Statement 2:** One of our lowest scores of 80% in the 2017 climate survey stated, "Adults in my child's school are interested in getting to know him/her" **Root Cause:** Feedback in the comments were teachers needed training in cultural diversity, not enough time is spent on learning about my child and their needs, too much time is spent on academics, and not helping children grow socially.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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



- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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

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

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

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

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

# Goals

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

**Performance Objective 1:** For the 2017-2018 school year, SSG Manuel R. Puentes Middle School will continue to improve upon and implement a plan of action to ensure that its stakeholders feel safe at school and school events. We will decrease our suspensions and minimize bullying incidents by 5%.

**Evaluation Data Source(s) 1:** The data will come from comparing the 2016-2017 PEIMS discipline report to the 2017-2018 report . 100% of the faculty will be trained on the Emergency Operations Plan and data and documentation will be used to ensure compliance.

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

**Next Year's Recommendation 1:** Same goal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> 1) Provide training/information to the campus staff on the Emergency Operations Plan.	1.0, 2.0, 4.0, 10.0	Administration, Campus Safety Coordinator (AP), District Police Officer, Security Officer	Teachers and staff members will be able to properly implement components of the Emergency Operations Plan during drills or actual emergency events			
Funding Sources: 199 - General - 0.00						
<b>System Safeguard Strategy</b> 2) Provide training to students over the campus Emergency Operations Plan, safety drills and procedures.	1.0, 2.0, 4.0, 10.0	Teachers	Students will be able to implement proper emergency drill procedures as directed by teachers.			
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, and keeping safety a top priority.

**Performance Objective 2:** For the 2017-2018 school year, SSG Manuel R. Puentes Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:** Documentation will be provided that ensures the implementation of all required emergency drills as scheduled by the district safety coordinator.

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Same objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> 1) Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.	1.0, 2.0, 4.0, 10.0	Completion of all required drills with forms turned in to District Safety Coordinator	Students, teachers, and staff will be better prepared to implement the required emergency drills.			
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, and keeping safety a top priority.















**Performance Objective 3:** For the 2017-2018 school year Puentes Middle School will work at keeping the bullying incidents at zero.

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

Reduction of bullying related incidents as reported by PEIMS from 2016-17 to 2017-18.

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Decrease bullying by 5%

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> 1) Provide yearly training for staff during the July professional development week to include access and use of Olweus and TRIBES Social Emotional Lessons and data from the 2016-2017 Olweus student survey.		Campus Olweus Team	Teacher effectiveness in the implementation of the campus bullying prevention program. Student understanding and appropriate use of strategies learned from the Olweus lessons. Sign in sheets from training			
	Funding Sources: 199 - General - 0.00					
2) Provide students with weekly/Tuesday Olweus lessons incorporating Olweus and TRIBES Social Emotional Lessons	1.0, 2.0, 3.0, 10.0	Classroom Teachers	Administration and district personnel walkthroughs and feedback.			
	Funding Sources: 199 - General - 0.00					
3) Provide Tribes training and resources on how to build a school community that teaches students about Social Emotional Learning through Homeroom and academic classes.	1.0, 2.0, 3.0, 4.0, 10.0	Administration, Counselors, CIS counselor, Parent Liasion and Teachers	Surveys administered once a 9 weeks, PEIMS discipline, Counseling records and number of students being referred to the hospital for emotional problem.			
	Funding Sources: 211 - Title I, Part A - 2500.00					
 = 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:**


















STAAR Scores will increase 10% points for all core content in Mastering Grade Level. Until all of our students are at Meets Grade Level and beyond we will not have accomplished our goal of making sure our students are ready for higher education.

**Evaluation Data Source(s) 1:** Common Assessments , Benchmark data, 2018 STAAR Results

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

**Next Year's Recommendation 1:** Are overall scores under student achievement will go up at least 10 % points

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Provide all students ELAR students with resources needed to be successful such as STAAR Master, workbooks for practice in reading and writing, software computer programs (ie Rosetta Stone), AVID best practices and ASCD best practice materials for the classroom.</p>	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Teachers, SCEI coaches and Administration	Increased scores on Common Assessments , Benchmark data, 2018 STAAR Results			
Funding Sources: 211 - Title I, Part A - 16000.00						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>2) Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, TI-Nspire calculators, manipulatives, and ASCD best practice materials for the classroom. .Students will use AVID best practices learned at Summer Institute</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Teachers, SCEI Coach, Administration	Increased scores on Common Assessments , Benchmark data, 2018 STAAR Results			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						

<b>System Safeguard Strategy</b> 3) Provide all Science students with materials and resources, such as the Edusmart, "Mentoring Minds Motivation Secondary Science Workbook" for students in 8th grade, Science term dictionaries to use as an intervention for STAAR testing preparation and ASCD best practice materials for the classroom. Also material and resources will be purchased to complete lab activities, such as: beakers, test tubes, graduated cylinders, goggle, aprons, and animals for dissection. AVID best practices learned at Summer Institute	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Teachers, SCEI Coaches, Administration	Increased scores on Common Assessments , Benchmark data, 2018 STAAR Results			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00					
<b>System Safeguard Strategy</b> 4) Provide all Social Studies students with materials and resources to use as an intervention for STAAR testing such as STAAR Master. Students will use AVID best practices learned at Summer Institute as well as ASCD best practice materials for the classroom.	1.0, 3.0, 4.0, 8.0, 9.0, 10.0	Teachers, SCEI coach, Administration	Increased scores on Common Assessments , Benchmark data, 2018 STAAR Results			
	Funding Sources: 211 - Title I, Part A - 8700.00, 199 - General Fund: SCE - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 5) Provide students with targeted after school tutoring, intercessions and summer school.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Teachers, SCEI Coaches, Administration, AVID tutors	Increased scores on Common Assessments , Improve passing rate for the 9 weeks, Benchmark data, 2018 STAAR Results			
	Funding Sources: 199 - General Fund: SCE - 20000.00, 199 - General - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 6) Puentes Middle School will commit to providing all students the latest programs, library resources and technology to increase rigor and college and career readiness in our classrooms.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Teachers, SCEI coach, Administration , District Technology Coach	Technology equipment is becoming outdated due to population growth the student to computer ratio became inadequate. Puentes MS is committed to creating a 5 year plan to replace out of date technology and resources in the library.  All students will improve academically due to the upgrade of technology			
	Funding Sources: 211 - Title I, Part A - 25000.00, 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** In the 2016-2017 school year 25% of our SPED students Met Satisfactory Performance (MSP) in Reading STAAR. During the 2017-2018 school year Meeting Grade Level performance will increase to 35% for SPED students.

**Evaluation Data Source(s) 2:** These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Are overall scores under student achievement will go up at least 10 % points

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) All subgroups are thoughtfully placed in appropriate ELAR programs and labs programs that support their needs. Materials and resources they need to achieve their full potential such as Countdown to STAAR, Empowering Writers, PEG writing are a few examples provided.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCEI Coach, Administration,	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00, 199 - General - 0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						



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

**Performance Objective 3:** In the 2016-2017 school year 24% of our SPED students Met Satisfactory Performance (MSP) in Math STAAR. During the 2017-2018 school year Meeting Grade Level performance will increase to 34% for SPED students.

**Evaluation Data Source(s) 3:** These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

**Summative Evaluation 3:** Exceeded Performance Objective

**Next Year's Recommendation 3:** Are overall scores under student achievement will go up at least 10 % points

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p><b>PBMAS</b></p> <p>1) All subgroups are thoughtfully placed in appropriate math programs that support their needs. Materials and resources they need to achieve their full potential such as Think Through Math i- Ready, TI- Inspire, STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.</p>	1.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCEI coaches Administration	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General - 0.00, 199 - General Fund: SCE - 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 4:**

In the 2016-2017 school year 65% of our ESL/LEP students Met Satisfactory Performance (MSP) in Reading STAAR. During the 2017-2018 school year Meeting Grade Level performance will increase to 75% for ESL students.

**Evaluation Data Source(s) 4:** These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

**Summative Evaluation 4:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Are overall scores under student achievement will go up at least 10 % points

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) All subgroups are thoughtfully placed in appropriate ELAR programs and labs programs that support their needs. Materials and resources they need to achieve their full potential such as IPADS, laptops, Rosetta Stone Staar Master Countdown to STAAR, Empowering Writers, PEG writing are a few examples provided.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCEI Coach, Administration,	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
Funding Sources: 199 - General Fund: Bilingual - 4000.00						
= 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:** In the 2016-2017 school year 47% of our ESL/LEP students Met Satisfactory Performance (MSP) in Math STAAR .During the 2017-2018 school year Meeting Grade Level performance will increase to 57% for SPED students.

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

These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

**Summative Evaluation 5:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Are overall scores under student achievement will go up at least 10 % points

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) 1) All subgroups are thoughtfully placed in appropriate math programs that support their needs. Materials and resources they need to achieve their full potential such as IPADS, laptops, i-Ready, TI- Inspire, Study Island,STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCEI coaches Administration	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00, 199 - General - 0.00						
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

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

**Performance Objective 6:** In the 2017-2018 school year Puentes Middle School will increase the application to advance academic programs by 10% from 2016-2017.

**Evaluation Data Source(s) 6:** The number of completed applications turned in.

**Summative Evaluation 6:** Met Performance Objective

**Next Year's Recommendation 6:** Same Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Provide after school SISD advanced academic presentation for students, carried it out by counselors. (Drinks and Snacks)</p>	1.0, 2.0, 9.0, 10.0	Counselors	Number of completed applications turned in by the deadlines			
Funding Sources: 199 - General - 250.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						









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

**Performance Objective 7:** In the 2017-2018 school 100% of Puentes Middle School 8th graders will complete ApplyTexas, PAAM and TSI

**Evaluation Data Source(s) 7:** Reports showing completion

**Summative Evaluation 7:** Met Performance Objective

**Next Year's Recommendation 7:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> <b>PBMAS</b> 1) Administer Apply Texas, PAAM, TSI these assessments in the fall and the spring.	1.0, 2.0, 9.0, 10.0	Counselors	So that students have the opportunity to gain college credits.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

**Performance Objective 1:** For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will maintain 100% Highly Qualified teachers in all core academic subjects. SBEC and transcripts will be used to ensure we hire HQ teachers.

**Evaluation Data Source(s) 1:** Conduct end-of-year review of open positions to be filled for the next school year. Ensure candidates are properly certified.

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.</p>	1.0, 2.0, 3.0, 5.0, 10.0	Administration, Human Resources Department	<p>Follow-up walkthrough data Eduphoria data of teacher instruction</p> <p>Teacher implementation of walkthrough recommendations</p> <p>Improvement in instructional delivery Provided professional development in areas of instructional need</p>			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** Objective 3.3















During the 2017-2018 school year, SSG Manuel R. Puentes Middle School will increase the number of professional development opportunities offered to employees by 10% as compared to the 2016-2017 school year.

**Evaluation Data Source(s) 2:** We will track the number of professional developments each teacher attended. Review of student data for the year: 9-weeks grades, Benchmark scores, STAAR scores compared to prior year to check for improvement and use the CCI instrument to evaluate the implementation of the AVID program.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue Objectives

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Provide all teachers with training at the summer College Board Summer Institute through Springboard training and or UTEP that will give teachers advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Teachers, Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p><b>System Safeguard Strategy</b></p> <p><b>PBMAS</b></p> <p>2) It is our goal to have all teachers at Puentes MS to be AVID trained. We will take teachers to the Summer Institute to complete the goal.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	Teachers, SCEI Coaches, Administration, AVID coordinator, AVID tutors	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
AVID tutors will assist in the AVID elective class						
Funding Sources: 199 - General Fund: SCEI - 0.00, 199 - General - 0.00, 211 - Title I, Part A - 20000.00						
<p><b>System Safeguard Strategy</b></p> <p>3) Provide continued training and materials for the campus AVID site team. We will assess the implementation of the AVID program using the Coaching and Certification Instrument (CCI) to ensure that AVID strategies are being used school wide . This will help all students become college and career ready.</p>		Teachers, AVID Team, SCEI coaches, Counselors, Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General - 1500.00						

<b>System Safeguard Strategy</b> 4) Provide the resources and materials to support the AVID program (AVID Library)		Librarian, AVID Coordinator, Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
	Funding Sources: 211 - Title I, Part A - 3000.00					
<b>System Safeguard Strategy</b> 5) Provide college tutors for students enrolled in the AVID elective class two times per week.		AVID coordinator, AVID elective teacher, college tutors, administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
	Funding Sources: 211 - Title I, Part A - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 6) Teachers will attend staff developments that will teach them best practices to use to help all our students reach Postsecondary Readiness Standards. Such as AVID Summer Institute and or Master Teacher SEL.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Teachers, SCEI Coaches, Administration, AVID tutors	Increased scores on Common Assessments , Improve passing rate for the 9 weeks, Benchmark data, 2018 STAAR Results			
	Funding Sources: 211 - Title I, Part A - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



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

**Performance Objective 3:** By the end of the 2017-2018 school year, 100% of SSG Manuel R. Puentes Middle School teachers will be able to educate students on the requirements of House Bill 5 and all 8th grade students will complete the Endorsement Verification Form (EVF) and the College Career Readiness Plan (CCRP) that was created to educate all its students on different careers and skills needed to be successful in college.

**Evaluation Data Source(s) 3:** Endorsement Verification Form (EVF) and the College Career Readiness Plan (CCRP) will be completed by all 8th graders, workshops on HB5 will be provided, sign in sheets

**Summative Evaluation 3:** Met Performance Objective

**Next Year's Recommendation 3:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Counselors will hold a Career Fair in the Fall of 2017</p>	1.0, 2.0, 4.0, 10.0	Counselors, Parent Liasion, CIS counselor	Students will become more aware of college and career choices and will be properly placed in HB5 endorsements.			
Funding Sources: 211 - Title I, Part A - 0.00						
2) Provide presentations in support of Operation College Bound on different occupations.	1.0, 2.0, 4.0, 10.0	Counselors, Parent Liasion, CIS counselor	Students will become more aware of college and career choices and will be properly placed in HB5 endorsements.			
= 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 2017-2018 school year, SSG Manuel R. Puentes Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 15% as compared to the 2016-2017 school year.

**Evaluation Data Source(s) 1:** Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences. Snacks and supplies will be needed.</p>	1.0, 2.0, 6.0, 7.0, 9.0, 10.0	CIS Coordinator, Parent Liaison, Counselors, Administration	<p>Calendar schedule of events, programs, trainings; website postings; parent phone calls, products made during workshops</p> <p>Sign in sheets, phone logs</p> <p>Evidence of parent attendance at presentations, meetings, workshops.</p> <p>Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment</p>			
Funding Sources: 211 - Title I, Part A - 2500.00						
<p><b>System Safeguard Strategy</b></p> <p><b>PBMAS</b></p> <p>2) Increase the number of collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students.</p>	1.0, 2.0, 6.0, 7.0, 9.0, 10.0	CIS Coordinator, Parent Liaison, Counselors, Administration and Teachers	<p>Calendar schedule of events, programs, trainings; website postings; parent phone calls, products made during workshops</p> <p>Sign in sheets, phone logs</p> <p>Evidence of parent attendance at presentations, meetings, workshops.</p> <p>Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment</p>			
<p> = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue</p>						

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









**Performance Objective 2:** Objective 4.2

For the 2017-2018 school year, SSG Manuel R. Puentes Middle School will increase the number of notifications sent through Twitter, School Webpage and Emails to at least once a week to keep parents, businesses, and community members informed.

**Evaluation Data Source(s) 2:** Sign-in sheets and a Climate survey will be conducted to see if our communication plan was effective.

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation using a laptop, printer and IWB.</p>		CIS coordinator, Parent Liaison, Administration	<p>Calendar of events, website postings, calls through School Messenger, parent meeting sign in sheets, marquee information, foyer area TV monitor, Remind 101</p> <p>Documented notifications, calendars, sign in sheets</p> <p>Documentation of parent participation at campus events and parent meetings.</p> <p>Sign-in sheets, Campus Climate Survey data</p>			
Funding Sources: 199 - General - 0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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









**Performance Objective 3:**

By the end of the 2017-2018 school year, SSG Manuel R. Puentes Middle School will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education by five more activities completed.

**Evaluation Data Source(s) 3:** End-of-year comparison of number of partners for 2016-2017 to the 2017-2018 and the documentation of activities that have been completed will be used to as a checkpoint.

**Summative Evaluation 3:** Exceeded Performance Objective

**Next Year's Recommendation 3:** Same as above

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.</p>	1.0, 2.0, 6.0, 7.0, 9.0, 10.0	CIS, Counselors, Parent Liaison	<p>Additional agreements between campus and new partners.</p> <p>Attendance at campus events, and incentives/donations provided by Partners in Education, community organizations, and institutions of higher learning.</p> <p>End-of-year comparison of number of partners for 2016-17 to 2017-18, and documentation of activities completed.</p>			
Funding Sources: 211 - Title I, Part A - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

**Performance Objective 4:** Objective 4.4

For the 2017-2018 school year, SSG Manuel R. Puentes Middle School will have a minimum of 3 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Data from the 2016-2107 has over 90% of parents shared that feel that the school communicates with them and their student in a positive manner we will send out a survey to evaluate to see if the percentage increases.

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.</p>		Counselors, Administration	<p>Sign-in sheets of trainings provided at the beginning, middle and end of year.</p> <p>Staff provides positive assistance to parents Data from Parent School Climate Survey.</p> <p>Positive comments from parents after assistance by school staff</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 1:** During the 2017-2018 school year, SSG. Manuel R. Puentes Middle School administration will schedule at least once a month data sessions with Curriculum and Instruction personnel.

**Evaluation Data Source(s) 1:** Lesson Plans, 3/6/9 weeks common assessments, Benchmarks, STAAR data

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

**Next Year's Recommendation 1:** Continue objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p>1) Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources.</p>		SCEI coaches, Administrators	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>System Safeguard Strategy</b></p> <p>2) Provider teachers a half a day to use data to plan with their PLC's twice a year.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	SCEI coaches, Administration, Core Teachers	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
Funding Sources: 199 - General - 2500.00, 199 - General Fund: SCE - 0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						









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

**Performance Objective 2:** For the 2017-2018 school year 100% of Puentes MS teachers will continue to document all communication with parents and students on Eduphoria to meet the needs of at-risk students.

**Evaluation Data Source(s) 2:** Data will be pulled from Eduphoria at the end of the year and compared to the year before, RTI data

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

**Next Year's Recommendation 2:** Continue Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Provide training for teachers in the use of the different ways to document At-Risk students. (ie Eduphoria/ARMS system to document student interventions, RTI, calendar of documentation dates linked to each 3/6/9 week reporting period.</p>	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Teachers and administration will review each 3-weeks of documentation on Eduphoria/ARMS for students at-risk, and those failing any subject.	Checkpoints for struggling students: Common assessment, grades, discipline referrals, benchmarks will be used to check on the students progress			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** For the 2017-2018 school year, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase from 96.61% to 97.61% (We had a bad flu season )

**Evaluation Data Source(s) 3:** PEIMS Attendance reports every 3 weeks will be utilized

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Modify rewards and continue

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) At the end of every week Make It Count percentages for each grade level will play a role in which grade level will get music cafe during lunch at the end of the week.</p>	1.0, 2.0, 6.0, 9.0, 10.0	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
Funding Sources: 199 - General - 0.00						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>2) Students with perfect attendance for 3, 6 and 9 weeks get a treat (chips, candy, coke, ice cream)</p>	1.0, 2.0, 6.0, 9.0, 10.0	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
Funding Sources: 199 - General - 500.00						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>3) Every 6 weeks the grade level with the best attendance will get a "free jean" day.</p>	1.0, 2.0, 6.0, 9.0, 10.0	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
Funding Sources: 199 - General - 0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide training/information to the campus staff on the Emergency Operations Plan.
1	1	2	Provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	2	1	Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.
1	3	1	Provide yearly training for staff during the July professional development week to include access and use of Olweus and TRIBES Social Emotional Lessons and data from the 2016-2017 Olweus student survey.
2	1	1	Provide all students ELAR students with resources needed to be successful such as STAAR Master, workbooks for practice in reading and writing, software computer programs (ie Rosetta Stone), AVID best practices and ASCD best practice materials for the classroom.
2	1	2	Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, TI-Nspire calculators, manipulatives, and ASCD best practice materials for the classroom. .Students will use AVID best practices learned at Summer Institute
2	1	3	Provide all Science students with materials and resources, such as the Edusmart, "Mentoring Minds Motivation Secondary Science Workbook" for students in 8th grade, Science term dictionaries to use as an intervention for STAAR testing preparation and ASCD best practice materials for the classroom. Also material and resources will be purchased to complete lab activities, such as: beakers, test tubes, graduated cylinders, goggle, aprons, and animals for dissection. AVID best practices learned at Summer Institute
2	1	4	Provide all Social Studies students with materials and resources to use as an intervention for STAAR testing such as STAAR Master. Students will use AVID best practices learned at Summer Institute as well as ASCD best practice materials for the classroom.
2	1	5	Provide students with targeted after school tutoring, intercessions and summer school.
2	1	6	Puentes Middle School will commit to providing all students the latest programs, library resources and technology to increase rigor and college and career readiness in our classrooms.
2	2	1	All subgroups are thoughtfully placed in appropriate ELAR programs and labs programs that support their needs. Materials and resources they need to achieve their full potential such as Countdown to STAAR, Empowering Writers, PEG writing are a few examples provided.
2	3	1	All subgroups are thoughtfully placed in appropriate math programs that support their needs. Materials and resources they need to achieve their full potential such as Think Through Math i- Ready, TI- Inspire, STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.

Goal	Objective	Strategy	Description
2	4	1	All subgroups are thoughtfully placed in appropriate ELAR programs and labs programs that support their needs. Materials and resources they need to achieve their full potential such as IPADS, laptops, Rosetta Stone Staar Master Countdown to STAAR, Empowering Writers, PEG writing are a few examples provided.
2	5	1	1) All subgroups are thoughtfully placed in appropriate math programs that support their needs. Materials and resources they need to achieve their full potential such as IPADS, laptops, i- Ready, TI- Inspire, Study Island, STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.
2	6	1	Provide after school SISD advanced academic presentation for students, carried it out by counselors. (Drinks and Snacks)
2	7	1	Administer Apply Texas, PAAM, TSI these assessments in the fall and the spring.
3	1	1	Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.
3	2	1	Provide all teachers with training at the summer College Board Summer Institute through Springboard training and or UTEP that will give teachers advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.
3	2	2	It is our goal to have all teachers at Puentes MS to be AVID trained. We will take teachers to the Summer Institute to complete the goal. AVID tutors will assist in the AVID elective class
3	2	3	Provide continued training and materials for the campus AVID site team. We will assess the implementation of the AVID program using the Coaching and Certification Instrument (CCI) to ensure that AVID strategies are being used school wide . This will help all students become college and career ready.
3	2	4	Provide the resources and materials to support the AVID program (AVID Library)
3	2	5	Provide college tutors for students enrolled in the AVID elective class two times per week.
3	2	6	Teachers will attend staff developments that will teach them best practices to use to help all our students reach Postsecondary Readiness Standards. Such as AVID Summer Institute and or Master Teacher SEL.
3	3	1	Counselors will hold a Career Fair in the Fall of 2017
4	1	1	Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences. Snacks and supplies will be needed.
4	1	2	Increase the number of collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students.
4	2	1	Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation using a laptop, printer and IWB.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	3	1	Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.
4	4	1	Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.
5	1	1	Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources.
5	1	2	Provider teachers a half a day to use data to plan with their PLC's twice a year.
5	2	1	Provide training for teachers in the use of the different ways to document At-Risk students. (ie Eduphoria/ARMS system to document student interventions, RTI, calendar of documentation dates linked to each 3/6/9 week reporting period.
5	3	1	At the end of every week Make It Count percentages for each grade level will play a role in which grade level will get music cafe during lunch at the end of the week.
5	3	2	Students with perfect attendance for 3, 6 and 9 weeks get a treat (chips, candy, coke, ice cream)
5	3	3	Every 6 weeks the grade level with the best attendance will get a "free jean" day.

# State Compensatory

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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.049.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$16,110.00
199.11.6118.00.049.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$23,027.00
199.11.6119.00.049.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,432.00
199.11.6119.00.049.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$193,570.00
19911049000180006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,583.23
1991104930000006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,431.95
199.12.6129.00.049.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$7,482.00
1991204930000006129	6129 Salaries or Wages for Support Personnel	\$6,182.93
199.11.6141.00.049.7.30.0.00.	6141 Social Security/Medicare	\$1,645.00
199.11.6141.00.049.7.30.8.00.	6141 Social Security/Medicare	\$1,690.00
199.12.6141.00.049.7.30.0.00.	6141 Social Security/Medicare	\$113.00
199.11.6142.00.049.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.049.7.30.8.00.	6142 Group Health and Life Insurance	\$22,645.00
199.12.6142.00.049.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.049.7.30.0.00.	6143 Workers' Compensation	\$501.00
199.11.6143.00.049.7.30.8.00.	6143 Workers' Compensation	\$516.00
199.12.6143.00.049.7.30.0.00.	6143 Workers' Compensation	\$34.00
199.11.6146.00.049.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$136.00
199.11.6146.00.049.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$2,601.00
199.11.6146.00.049.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$513.00
199.12.6146.00.049.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$37.00
199.11.6146.00.049.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,601.00

199.11.6149.00.049.7.30.0.00.	6149 Employee Benefits	\$1,476.00
199.11.6149.00.049.7.30.5.00.	6149 Employee Benefits	\$137.00
199.11.6149.00.049.7.30.8.00.	6149 Employee Benefits	\$1,874.00
199.11.6149.00.049.7.30.9.00.	6149 Employee Benefits	\$632.00
199.12.6149.00.049.7.30.0.00.	6149 Employee Benefits	\$396.00
<b>6100 Subtotal:</b>		<b>\$716,919.11</b>
<b>6200 Professional and Contracted Services</b>		
199.32.6299.99.049.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
<b>6200 Subtotal:</b>		<b>\$17,500.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6494.00.049.7.30.5.00.	6494 Reclassified Transportation Expenses	\$500.00
<b>6400 Subtotal:</b>		<b>\$500.00</b>

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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Twomey	Teacher	Writing Intervention	.33
Erica Janiszewski	Library AIDE	At Risk	.50
Garcia, Sylvia	SCE Intervention Coach	SCEI	1
Limon, Jeannette	SCE Intervention Coach	SCEI	1
Loya, Carlos	Teacher	Math Intervention	1
Tina Conrad	SCE-Teacher	Read 180	1

# Title I Components

## Schoolwide Program Plan

### Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

## Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chavarria, Jessica	Teacher Instructional Aide	ESL	1
Clark, Tucker	Social Worker	Community In Schools	.5
Dominguez, Craig	Tutor College	AVID	1
Dominguez, Deyzia	Tutor-College	AVID	1
Felizx, Edgar	Tutor College	AVID	1
Hauck, Cameron	Tutor College	AVID	1
Ortiz, Liliana	Tutor-College	AVID	1



## School Improvement and Operational Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Monica Castro	Principal
Administrator	Al Rendon	Assistant Principal
Administrator	Jessica Estrada	Assistant Principal
Non-classroom Professional	Slyvia Garcia	SCEI Coach
Non-classroom Professional	Jeannette Limon	SCEI Coach
Non-classroom Professional	Esmeralda Armendariz	Counselor
Parent	Shonique Tornes	Parent Liasion
Parent	Valerie Huh	Parent
Social Worker	Tucker Clark	Community In Schools

# Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Fund		\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	5	1			\$0.00
2	6	1	Snacks and Drinks		\$250.00
2	7	1			\$0.00
3	1	1			\$0.00
3	2	2			\$0.00
3	2	3	General Supplies		\$1,500.00
4	2	1	CIS refer to strategy 4.1.1		\$0.00
5	1	2	Substitutes		\$2,500.00
5	2	1			\$0.00
5	3	1			\$0.00
5	3	2	(chips, candy, coke, ice cream)		\$500.00
5	3	3			\$0.00
<b>Sub-Total</b>					<b>\$4,750.00</b>
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	2	SCE		\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5	Extra Duty Pay		\$20,000.00
2	1	5			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	5	1			\$0.00
3	2	2			\$0.00
5	1	2			\$0.00

**Sub-Total**      \$20,000.00

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Tribes Kits, Kagan Strategies, Internet Sources		\$2,500.00
2	1	1	Extra duty pay, Rosetta Stone, STAAR Master		\$16,000.00
2	1	2	Brain pop, STAAR Workbooks, TI Nspire, Manipulatives		\$5,000.00
2	1	3	Mentoring Minds, Edusmart, Motivation Secondary Science Workbook, Dictionaries Lab equipment, Lab materials		\$5,000.00
2	1	4	STAAR Masters		\$8,700.00
2	1	6	Desktop Computers, New IWBs		\$25,000.00
2	2	1	STAAR Master, Countdown to STAAR, Empowering Writers, PEG		\$5,000.00
2	3	1	STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.		\$1,500.00
2	5	1	See Objective 4 Strategy 1		\$0.00
3	2	1	Title I (Summer Institute \$1,500.)		\$1,500.00
3	2	2	Expenditures for AVID		\$20,000.00
3	2	3	AVID Membership Fee		\$1,500.00
3	2	4	Title I (\$4,000.)		\$3,000.00

3	2	5	Title I (\$25,000.)		\$0.00
3	2	6	AVID Summer Institute See Goal 3 Obj2 Strategy 2		\$0.00
3	3	1			\$0.00
4	1	1			\$2,500.00
4	3	1	CIS refer to strategy 4.1.1		\$0.00
5	1	1	SCEI Coaches - refer to strategy 2.3.2		\$0.00
<b>Sub-Total</b>					\$97,200.00
<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	4	1			\$4,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Grand Total</b>					\$125,950.00