

# Socorro Independent School District

## Socorro Middle School

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Top 25% Closing Performance Gaps

Postsecondary Readiness



# **Mission Statement**

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

## **Vision**

**Tomorrow's Leaders Learning Today**

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Superintendent of Schools

**Paul Guerra**  
Board President  
District 4

**Cynthia Ann Najera**  
Vice President  
District 2

**Michael Anthony Najera**  
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**Gary Gandara**  
Trustee  
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**Antonio "Tony" Ayub**  
Trustee  
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**Angelica Rodriguez**  
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District 3

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Socorro Middle School is one of forty-eight campuses in Socorro Independent School District. Socorro Middle School opened its doors in 1990 and serves predominantly lower and middle class Hispanic families. Socorro Middle School serves approximately 596 students in grades sixth to eighth. Student enrollment by ethnicity is 3.2% American Indian, 0.17% Asian, .34% African American, 96% Hispanic, and .7% White. Enrollment by program is 23.3% ESL, 8.7% are in Gifted and Talented program, 10.1% are served in special education program. Total population with a low socioeconomic status of 93.8%.

Total Staff population is at 49.6 FTEs, 5.6% White, 94.4% Hispanic, 45.5% male and 54.6% female. 55.9% hold a Bachelors Degree and 44.1% hold a Masters Degree.

The overall mobility rate for the campus is approximately 12.3%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.7.

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

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

Student by Program	Count	Percent
Bilingual	0	0.00%

English as a Second Language (ESL)	<a href="#">139</a>	23.32%
Career and Technical Education (CTE)	<a href="#">159</a>	26.68%
Free Lunch Participation	<a href="#">515</a>	86.41%
Reduced Lunch Participation	<a href="#">44</a>	7.38%
Economically Disadvantaged	559	93.8%
Gifted & Talented	<a href="#">52</a>	8.72%
Special Education (SPED)	<a href="#">60</a>	10.1%
Title 1 Participation	<a href="#">596</a>	100.00%
Dyslexia	<a href="#">13</a>	2.18%
Homeless Statuses		
Homeless Status Total	<a href="#">8</a>	1.34%
Shelter	<a href="#">1</a>	0.17%
Doubled Up	<a href="#">7</a>	1.17%
Unsheltered	0	0.00%

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

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

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Race		
American Indian - Alaskan Native	<a href="#">19</a>	3.19%
Asian	<a href="#">1</a>	0.17%
Black - African American	<a href="#">2</a>	0.3%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">4</a>	0.7%
Two-or-More	0	0.00%

Student Total [596](#) 100%

6th Grade	<a href="#">225</a> 37.75%
7th Grade	<a href="#">196</a> 32.89%
8th Grade	<a href="#">175</a> 29.36%

### **Demographics Strengths**

The overall mobility rate for the campus is approximately 12.3%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.7%. Socorro Middle School serves 139 Limited English Proficient (126 LEP served), 52 students in the Gifted and Talented program and, 27 students identified for 504 services. There are 60 students served through special education services.

# Student Academic Achievement

## Student Academic Achievement Summary

### Math STAAR

The instructional team at Socorro Middle School came together to review the 2017 8th grade results in Mathematics, Reading, Writing, Social Studies, and Science STAAR tests. The data is as follows:

	2015-2016 STAAR	2016-2017 STAAR	Change	2015-16	2016-2017	Char
				Advanced Standard	Mastered Standard	
6th Grade Math (210 tested)	87.3%	79.5%	-3.74%	8.4%	9.8%	1.38
7th Grade Math (227 tested)	67.2%	75.3%	8.15%	7.8%	6.4%	-1.42
8th Grade Math- March(194 tested)	85.5%	86.8%	1.7%	9.8%	18.7%	9.12

	2015-2016 STAAR	2016-2017 STAAR	Change	2015-16	2016-2017
				Advanced Standard	Mastered Standard
6th Grade Reading (210 tested)	73.5%	64.9%	-8.61%	14.7%	11.2%
7th Grade Reading (227 tested)	65.3%	75.8%	10.51%	9.3%	16.0%
8th Grade Reading-March (194 tested)	83.8%	83.7%	-1.3%	9.8%	9.5%

	2015-2016 STAAR	2016-2017 STAAR	Change	2015-16	2016-2017
				Advanced Standard	Mastered Standard
7th Grade Writing (224 tested)	66.1%	75.8%	9.65%	3.6%	7.3%



8th Grade Science (194 tested)	76.6%	74.5%	-2.14%	7.6%	10.6%
8th Grade Social Studies (194 tested)	49.1%	50.5%	1.41%	2.3%	4.3%

In looking at the data, it is evident that there are areas that need refinement. Our English language learners and students enrolled in the special education program need additional support, as we fell short, especially in the areas of Social Studies (SPED 0%) and Science ( SPED 5.56%). Although the rigor in the classroom increased, based on T-TESS walk-throughs and Power Walks, the achievement gap wasn't closed nearly enough from the 2015-2016 school year to this 2016-2017 school year. Our 8th grade students in general education failed to make the connection between Social Studies (50.5%) and Reading (83.7%); therefore, a more prescriptive plan to bring the contents together will have to be put in place. There were significant gains in 7th grade Reading (+10.51%), and our 6th grade Math students coded LEP are making gains (57.14%).

Other data includes:

### **Math STAAR**

For the 2016-2017 school year 86.6% of 8th graders passed the Math STAAR test (2nd administration), 18.9% of them reaching the "Masters" level. This is an increase of 9.12% from the previous year.

The results from the 1st administration of 8th grade Math show that 80.98% of Hispanic students passed, 66.67 of White students passed, 20% of American Indians passed, 59.26% of students coded LEP passed, but only 17.65% of students in special education passed.

2015-2016 Math data from 7th grade was an overall of 68% of students passing, while 2016-2017% shows a number 75.3% passing. There was growth of 8.15%, but a decrease of 12% in that same group from the previous year.

### **Algebra EOC**

Algebra EOC scores were at 100% passing and the number of students from the previous year almost doubled from 26 students in 2015-16 to 50 students this school year. In looking at students scoring at Masters level we only had 28%, significantly lower than 76.9% the previous year.

### **Reading STAAR**

After the second administration 83.7% of 8th graders passed the reading STAAR test. Campus had a slight drop in students passing of .13%.

In looking at 1st administration 73.77% of Hispanic students passed, 33.3% of white students passed, 60% of American Indian passed, 44.4% of LEP students passed and 17.65 of special education students passed.

STAAR data from 2015-16 shows reading overall scores at 67%. 69% Hispanics passed, 67 economically disadvantaged and 30% of LEP students passed. 6th grade reading scores were at 74%. 74% Hispanic passed, 35% special education passed, 72% economically disadvantaged and 52% of LEP students passed.

## TELPAS

### 6th Grade

Reading Proficiency Rating					Writing Proficiency Rating				Listening Proficiency Rating					
Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High
10.61%	33.33%	48.48%	7.58%	7.58%	18.18%	24.24%	48.48%	9.09%	4.55%	25.76%	59.09%			1
10.61%	33.33%	48.48%	7.58%	7.58%	18.18%	24.24%	48.48%	9.09%	4.55%	25.76%	59.09%			1
9.09%	81.82%	9.09%	0%	0%	54.55%	27.27%	9.09%	0%	9.09%	54.55%	27.27%			

### 7th Grade

Reading Proficiency Rating					Writing Proficiency Rating				Listening Proficiency Rating					
Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High
5.63%	29.58%	45.07%	19.72%	11.27%	22.54%	33.8%	32.39%	7.04%	23.94%	23.94%	45.07%			1
5.63%	29.58%	45.07%	19.72%	11.27%	22.54%	33.8%	32.39%	7.04%	23.94%	23.94%	45.07%			1
7.69%	46.15%	46.15%	0%	7.69%	38.46%	38.46%	15.38%	0%	30.77%	46.15%	23.08%			

### 8th Grade

Reading Proficiency Rating					Writing Proficiency Rating				Listening Proficiency Rating					
Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High	Beginning	Intermediate	Advanced	Advanced High	High
5.56%	22.22%	59.26%	12.96%	5.56%	24.07%	35.19%	33.33%	7.41%	3.7%	40.74%	46.3%			
5.56%	22.22%	59.26%	12.96%	5.56%	24.07%	35.19%	33.33%	7.41%	3.7%	40.74%	46.3%			
25%	25%	50%	0%	0%	50%	50%	0%	0%	12.5%	75%	12.5%			

## Student Academic Achievement Strengths

Overall, students are achieving greater success in Math with a higher percentage of students reaching the "Mastered Standards" level in the 2016-2017 STAAR results (8.49%). We have an increase of 26 students who are taking Algebra for high school credit. In 2015-2016 we had 25 students, and in 2016-2017 we had 50 students. 100% of Algebra students achieved "Approached Grade Level"

Eighth grade students have maintained the average of 83% passing from last year (8th grade to 8th grade comparison).

Students in TELPAS results have demonstrated steady growth in all 4 domains, having 51% of our tested ELL students progress one level or more in 2016-2017.

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

**Problem Statement 1:** Special Education students at Socorro Middle have consistently struggled in the areas of math and reading for the past two years. Only 17% of 8th grade special education students passed both areas this year. **Root Cause:** Hiring teachers with both special education and generalist 4-8 certification has been a challenge district wide. Special education teachers need further training on making data-based decisions and implementing action plans based on the data. They also need a common planning time with their regular education counterparts.

**Problem Statement 2:** ELLs across all grade levels are scoring below 59% in both reading and math. **Root Cause:** Training for all teachers serving our ELL students and research proven programs are needed to better support students. Teachers need further training on effectively implementing SIOP strategies and understanding the ELPS.

## School Processes & Programs

### School Processes & Programs Summary

In looking at STAAR data, we can see that the needs of our ELL and special education students are not being met, particularly in the areas of Social Studies and Science. We need to supplement the curriculum with interventions to support students and ensure our staff is adequately trained in best practices such as SIOP and co-teaching models.

District common assessments are utilized to gauge where we are as a campus, but those results usually put our campus above or at district average. We need to look at the assessments to ensure they have the rigor/challenge that state assessments do for both STAAR and TELPAS. During our PLC meeting, which meet every Wednesday, administrators and SCEI coaches lead the data talks where teachers identify low performing TEKS from the common assessments every 3, 6, and 9 weeks. Once they identify two critical TEKS, they create an action plan to reteach and reassess the TEK. Teachers plan in teams and they share lesson plans, which are created on flip charts. Data accountability talks are also held in the fall and spring using the district's Predictive Model. Based on assessment results and predictions, intervention groups are created. Our SCEI coaches worked with small groups of at-risk students throughout the year in order to ensure success. After school tutoring was implemented during the spring semester as well as Intersession tutoring groups, where lessons were prescriptive to meet the needs of our most struggling students and our "bubble" students, again based on Predictive Model results and common assessment results.

100% of teachers on our campus are highly qualified. Novice teachers do have a mentor on campus to support them their first year and also are included as part of the district's mentoring program. SCEI coaches are also a big support system for new teachers. SCEI coaches support with lesson planning, observations and guidance on using various tools such as Eduphoria, Tyler and instructional resources.

### School Processes & Programs Strengths

One of our strengths at Socorro Middle School is our AVID Program. In 2016-2017 we served 66 sixth and seventh graders in AVID. One half of those students were "at-risk" students, either coded "H" or "D". Through the rigorous curriculum, high accountability, and family environment of AVID, 85% of AVID students passed all of their STAAR tests. In addition, 90% of AVID students are enrolled in one or more Pre-AP courses. For the upcoming 2018-2018 school year, we looking to add on the eighth grade AVID class. This will bring a total enrollment in AVID of 86 students. This year twelve additional faculty members attended the AVID training in Dallas, bringing a total of 50% of our teaching STAFF AVID trained.

Another strength at Socorro Middle School is our UIL Academic Teams. This year we got 2nd place overall in our division. We had several first place winners in different categories. Our theater arts performance produced a Sweepstakes award and our students got best actor and best actress.

Our community and parent outreach activities is another program strength. This year, through a partnership with El Pasoans Fighting Hunger, we hosted two food banks and health fairs, one in the fall and one in the spring. Through these fairs, our parents were able to get information about free medical care. In addition, we hosted several chats with local law enforcement agencies, drug prevention specialists, and legal entities in order for parents and students to be

more informed of the risks of drug and alcohol abuse, the characteristics of healthy relationships, and strategies on how to make and keep good friends. At the end of the year we hosted our Latino Family Literacy camp, which involved over 25 parents and their children. Guest speakers were brought in to discuss the importance of obtaining a higher education. The culminating activity was a volleyball game where the community was invited to watch a volleyball game of students vs. parents.

Additional program strengths include:

- \* On-going technology training provided by Danisa Morales and our SCEI Coaches
- \* Electronic, interactive lesson plans
- \* 9 weeks Teacher of the Month and Great Teacher Attendance recognition
- \* Robotics, PLTW
- \* On-going training on data disaggregation

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

**Problem Statement 1:** During the 2017-2018 school year, Socorro Middle School data shows that 0% of SPED students in 8th grade Social Studies met approaching grade level standard and 6% met approaching grade level standard in Science. **Root Cause:** Special education teachers lacked training in several areas: co-teach models, data analysis, lesson planning and implementation

**Problem Statement 2:** During the 2017-2018 school year, Socorro Middle School data shows that 27.91% of LEP students in 8th grade Social Studies met approaching grade level standards. **Root Cause:** General education teachers need further training on implementing SIOP strategies.

# Perceptions

## Perceptions Summary

We have used the Socorro ISD Climate Survey results to obtain information about our school and how to improve our practices to promote a sense of safety, academic success, and parental involvement. Students have felt the change in administration this year feeling that we have been stricter than in previous years. According to our climate survey, the majority of students feel like they belong at Socorro Middle School. They also feel like they are treated with respect and overall like their school. Teachers feel the same way. They enjoy working at Socorro Middle, however teachers feel that student discipline is an issue, scoring administration an average of 2.71. Student discipline has been an issue at Socorro for the past few years. Principal profile feedback also showed that teachers are concerned about lack of discipline.

The perception of Socorro Middle School among the stakeholders is that our school sets high expectations for student success and that students are encouraged to enroll in rigorous courses.

Overall, our teachers, parents, and students express that they feel safe at Socorro Middle School. Students know that administrators, counselors, and our CIS professional have an open door policy where they are free to come in and express their ideas and thoughts. Throughout the year that Leadership team visits classroom, are visible inside and during lunch duty in order to maintain order and safety in the building. Another plan that was implemented to reduce discipline problems, especially since many arose during extra-curricular after school activities, is that we implemented a rule that if parents do not attend an after school activity, such as an athletic sport, then students would not be able to remain on school grounds. This kept the discipline problems at bay.

## Perceptions Strengths

This year our goal was to reduce drugs at Socorro Middle and establish new expectations for student behavior. Students understand that their good behavior will be rewarded and there will be consequences for inappropriate behavior. Parents have reached out to administration and thanked us for being more strict. Parents have noticed a positive change and we hope to continue the trend of higher expectations in regards to behavior. There were other areas of strength in the Climate Survey:

### Parent Results

- Adults who work in my child's school treat students with respect. (3.38)
- My child's school tries to get all families to be part of school activities. (3.33)
- My child feels good about what he/she accomplishes in school. (3.38)

### Employee Results

- I feel safe and secure. (3.56)

- I like working at my school (3.47)
- My administrators treat me with respect. (3.40)

#### Student Results

- I am doing my best in school (3.55)
- Doing well in school makes me feel good about myself (3.55)
- My teachers expect students to do their best. (3.54)

Overall, based on these results, it is evident that teachers and the Leadership Team have high expectations of their students, and students and parents feel safe and welcome at Socorro Middle School.

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

**Problem Statement 1:** Students have not been held accountable for their actions and disciplinary actions have been minimal. **Root Cause:** Every member of this campus has to hold students to a higher standard in regards to behavior. As a campus we have to hold everyone accountable for effectively upholding their discipline management plan.

**Problem Statement 2:** Parental involvement is very low despite our efforts to reach out. **Root Cause:** Our feeders have high parental involvement and once students get to middle school parents disconnect. We will continue to reach out to parents with food pantry, since that seems to work. The Climate Survey results show that although parents feel welcome at Socorro Middle School (3.19), they are not as engaged as we would like them to be.

# 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, Socorro Middle School will fulfill 100% of the safety requirements to ensure that its stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 1:** Climate Survey, Emergency Operations Plan, Hall Pass Security Management System, Walkthrough Documentation

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) A Campus Safety Committee is established and meets monthly to consistently review safety procedures and to make the necessary adjustments to the school's safety procedures and expectations.	1.0	Campus Safety Officer, SISD Police Officer, Counselor, CIS. Teacher	Agenda, meeting minutes. Drills are practiced at least once per month. Documentation sent to district officials regarding drills.			
Funding Sources: 199 - General - 700.00						
2) The Campus Safety Officer and Police Officer will provide an initial beginning of the year training, as well as, ongoing training on our plan of action, to include our Emergency Operations Plan for the 2017-2018.	1.0, 4.0	Campus Safety Officer, SISD Police Officer, Counselor, CIS. Teacher	Faculty and Staff are better versed in the proper procedures for drills and emergencies.			
Funding Sources: 199 - General - 700.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 2:** For the 2017-2018 school year, the total number of disciplinary incidents at Socorro Middle School will decrease by 20%. There were 300 discipline incidents in 2016-2017. A 20% decrease would put us at 240 discipline referrals for the 2017-2018 school year.

**Evaluation Data Source(s) 2:** Tyler Discipline Reports, counselor reports, discipline referrals, Eduphoria documentation

**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) The Socorro Middle Positive Behavior Intervention and Support Committee (P.R.I.D.E.) will continue to develop plans, procedures, and motivational strategies that will help in reducing discipline referrals. Student discipline in the areas of in-school suspension (SAC), out-of-school suspensions (OSS), KEYS Placements, etc. will be monitored closely. Teachers have developed a grade level classroom management plan in order to ensure parents and students are aware of the expectations for all students; this plan includes rewards and consequences. Our counselor will provide intervention lessons and student group sessions to impress on students the importance and impact that misbehavior has on their learning and the learning of others. Parenting classes will also be provided by our Parent Liaison.	1.0, 2.0, 4.0, 6.0, 10.0	Administration, Teachers, Counselors, CIS, Parent Liaison, Teachers, Parents, P.R.I.D.E. Committee	Classroom Discipline Plans, PEIMS Referral Reports, District Referral Reports, Discipline Committee Agenda/Minutes, Parent Contact Logs. Reduction in discipline referrals, in-school suspensions and out-of-school suspensions.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

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

**Performance Objective 1:** For the 2017-2018 school year, 100% of Socorro Middle School students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

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

**Summative Evaluation 1:** Met Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) At Socorro Middle School the Special Education Program ensures that all children with disabilities are provided with an appropriate education designed to meet their unique needs. Some of the programs that will be utilized to support students are iStation, Compass Learning, ULS (Unique Learning Systems), etc. Technology and resources will be purchased to supplement core curriculum.		Administration, Teachers, SPED teachers, SCEI coaches, SPED Instructional Specialist	Walkthroughs, Lesson Plans, RTI Progress Monitoring, IEPs, Student Work, Grade Level/Dept. Meetings, ARDs, IEPs			
Funding Sources: 199 - General Fund : Special Education - 2000.00						
2) Students at-risk will be provided interventions to support student achievement. Technology and other resources will be purchased to support all core instruction.		Administration, SCEI coaches, Aides	Teacher Aides working side-by-side with Teachers, Walkthroughs, planning sessions, lesson plans, RTI Documentation, Technological Program usage (iStation, STAAR Labs, etc.), IEPs, ARD meetings.			
Funding Sources: 211 - Title I, Part A - 8500.00, 263 - Title III, LEP - 8500.00						
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1	1.0					
3) ESL students will receive appropriate instructional materials to include technology and research based materials. Reading materials will also be purchased to support student achievement.	Funding Sources: 199 - General Fund: Bilingual - 5600.00					
= 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:** During the 2017-2018 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Math from 80% to 85%.

**Evaluation Data Source(s) 2:** STAAR Math Assessment Data, benchmark data, common assessments

**Summative Evaluation 2:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To reach expected goals by early Spring of 2017, the focus will be to provide and plan rigorous lessons that challenge all students to think critically and problem solve, across the content areas. The campus will be purchasing supplies and resources, such as color paper, electronic devices (computers, tablets, projectors, etc.) color pencils and markers, to implement our rigorous lessons. Through the use of common assessment data, teachers will be able to differentiate instruction, as per student needs. Teachers will have access to the following programs and strategies; TRS, Fundamental 5, Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Compass Learning, Read 180, iReady, Nearpod, Technology through VDI Labs, Computers on Wheels, TI-Calculators, etc.	1.0, 3.0, 4.0, 8.0, 9.0	Administration, Teachers, SCEI coaches, TIAs	Student performance data from assessments and programs, lesson plans, walkthrough data, lab schedules, technological usage reports, unit assessment data, RTI data.			
	Funding Sources: 211 - Title I, Part A - 18000.00					
2) Students will be recognized for their achievements at the end of year with awards.	1.0	Counselors Teachers SCE-I Coaches Administration	AB Honor 9 weeks lists/ EOY Progress Reports Attendance rates			
	Funding Sources: 211 - Title I, Part A - 1200.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** During the 2017-2018 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Math from 30% to 60%.

**Evaluation Data Source(s) 3:** STAAR Math Assessment Data, benchmark data, common assessments

**Summative Evaluation 3:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>1) Students receiving special education services will be provided additional academic support through tutoring, Saturday school, intersession and in class small group instruction by co-teachers.</p>	1.0, 2.0	Teachers,administration	60 % of students receiving special education services will achieve the "approaches GL" standard on the STAAR exam.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 4:** During the 2017-2018 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Math from 60% to 70%.

**Evaluation Data Source(s) 4:** STAAR Math Assessment Data, benchmark data, common assessments

**Summative Evaluation 4:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students identified as English Language Learners will be provided with additional support during intersession, Saturday school and tutoring.</p>	1.0	Teachers, Administration	70 % of students identified as English language learners will achieve the "Approaches Grade Level" standard on the STAAR Exam.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 5:** During the 2017-2018 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Reading from 74% to 80%.

**Evaluation Data Source(s) 5:** STAAR Reading Assessment Data, benchmark data, common assessments

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

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To reach expected goals and meeting the STAAR's high quality standards of rigor and relevance and provide differentiated instruction in order to meet the individual needs of all students in Reading and Writing, teaching staff will be provided with the necessary materials/resources (to include new technology, such as updated Interactive Projectors and computers for our classrooms for student use), staff development, student intervention programs, and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Teachers will also be trained on the Fundamentals of Reading, such as Characteristics of Genres and Close Reading. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, Kamico and other research-based resources.	1.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration, SCEI coaches, Librarian, ELAR Instructional Officer	Walkthrough data, unit assessment data, benchmarks, lesson plans, YAG (Year at a Glance), meeting agendas, fall/spring benchmarks			
	Funding Sources: 211 - Title I, Part A - 18000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 6:** During the 2017-2018 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Reading from 21% to 60%.

**Evaluation Data Source(s) 6:** STAAR Reading Assessment Data, benchmark data, common assessments

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

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession.	1.0	Teachers, Administration	60% of students receiving special education services will meet the "Approaches Grade Level" standard in the STAAR Test			
	Funding Sources: 199 - General Fund : Special Education - 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 7:** During the 2017-2018 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Reading from 39% to 60%

**Evaluation Data Source(s) 7:** STAAR Reading Assessment Data, benchmark data, common assessments

**Summative Evaluation 7:** Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) To reach expected goals and meeting the STAAR's high quality standards of rigor and relevance and provide differentiated instruction in order to meet the individual needs of all students in Reading and Writing, teaching staff will be provided with the necessary materials/resources (to include new technology, such as updated Interactive Projectors and computers for our classrooms for student use), staff development, student intervention programs, and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Teachers will also be trained on the Fundamentals of Reading, such as Characteristics of Genres and Close Reading. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master and other research-based resources	1.0	Administration, SCEI coaches, Librarian, ELAR Instructional Officer	Walkthrough data, unit assessment data, benchmarks, lesson plans, YAG (Year at a Glance), meeting agendas, fall/spring benchmarks			
	Funding Sources: 211 - Title I, Part A - 18000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 8:** During the 2017-2018 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Writing from 75% to 80%.

**Evaluation Data Source(s) 8:** STAAR Writing Assessment Data, District Writing initiative results, benchmark data, common assessments

**Summative Evaluation 8:** No progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To reach expected goals and meeting the STAAR's high quality standards of rigor and relevance and provide differentiated instruction in order to meet the individual needs of all students in Mathematics, teaching staff will be provided with the necessary materials/resources (to include new technology and computers for our classrooms), staff development, student intervention programs, and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Additional resources will be purchased to assist, which includes and is not limited to IReady, STAAR Master and other research-based resources.	1.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration, Teachers, SCEI coaches, Math Instructional Officer	Walkthrough Data, unit assessments, lesson plans, YAG (Year at a Glance), meeting agendas, unit assessment data, Fall/Spring Benchmarks			
	Funding Sources: 211 - Title I, Part A - 18000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 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 9:** During the 2017-2018 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Writing from 29% to 60%.

**Evaluation Data Source(s) 9:** STAAR Writing Assessment Data, District Writing initiative results, benchmark data, common assessments

**Summative Evaluation 9:** No progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students receiving special education services will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 199 - General Fund: Bilingual - 5000.00						
 = 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 10:** During the 2017-2018 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Writing from 46% to 60%

**Evaluation Data Source(s) 10:** STAAR Writing Assessment Data, District Writing initiative results, benchmark data, common assessments

**Summative Evaluation 10:** Some progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students identified as English Language Learners will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 199 - General Fund: Bilingual - 5000.00						
 = 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 11:** During the 2017-2018 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Science from 74% to 80%.

**Evaluation Data Source(s) 11:** STAAR Science Assessment Data, benchmark data, common assessments

**Summative Evaluation 11:** Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students identified as needing additional support in be bought in Science will be bought in for remediation during Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	80% of students will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 211A- Title I- Priority /Focus Grant - 18000.00						
2) Purchase instructional materials ensure students have opportunities to have hands on learning and conduct experiments in the science labs.	1.0, 2.0	Teachers, Administration	Students will create experiments in science labs			
Funding Sources: 211 - Title I, Part A - 2000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 12:** During the 2017-2018 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Science from 6% to 60%.

**Evaluation Data Source(s) 12:** STAAR Science Assessment Data, benchmark data, common assessments

**Summative Evaluation 12:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession	1.0	Teachers, Administration	60% of students receiving services through special education will meet the "Approaches Grade Level" standard in the STAAR Test			
	Funding Sources: 199 - General Fund : Special Education - 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 13:** During the 2017-2018 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Science from 42% to 60%

**Evaluation Data Source(s) 13:** STAAR Science Assessment Data, benchmark data, common assessments

**Summative Evaluation 13:** Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students identified as English Language Learners will meet the "Approaches Grade Level" standard in the STAAR Test			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

**Performance Objective 14:** During the 2017-2018 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Social Studies from 51% to 60%.

**Evaluation Data Source(s) 14:** STAAR Social Studies Assessment Data, benchmark data, common assessments

**Summative Evaluation 14:** Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students identified as needing additional support in Social Studies will be brought in for remediation during Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 211A- Title I- Priority /Focus Grant - 18000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











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

**Performance Objective 15:** During the 2017-2018 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Social Studies from 0% to 60%.

**Evaluation Data Source(s) 15:** STAAR Social Studies Assessment Data, benchmark data, common assessments

**Summative Evaluation 15:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students receiving special education services will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 199 - General Fund : Special Education - 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 16:** During the 2017-2018 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Social Studies from 28% to 60%

**Evaluation Data Source(s) 16:** STAAR Social Studies Assessment Data, benchmark data, common assessments

**Summative Evaluation 16:** Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	1.0	Teachers, Administration	60% of students identified as English Language Learners will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 199 - General Fund: Bilingual - 5000.00						
 = 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 17:** Increase leadership opportunities for students

**Evaluation Data Source(s) 17:** Conference registrations

**Summative Evaluation 17:** Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will attend leadership conferences such as TSAC, AVID workshops and STUCCO.	2.0	Administration, Teachers	Improved campus student leadership			
	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 are career ready.**

**Performance Objective 1:** During the 2017-18 school year, Socorro Middle School will increase the number of professional development and collaboration opportunities offered to employees by 15% as compared to the 2016-17 school year.

**Evaluation Data Source(s) 1:** PD sign in sheets, PD evaluations, an increase of 15% participation on PD

**Summative Evaluation 1:** 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 faculty and staff with a professional development model that is research based and data driven. Professional Development is aligned with all the content areas to address the overall needs of all sub populations, this includes ELL, At-Risk and SPED. The following staff development will be provided throughout the year: Region 19 Trainings and Services, Empowering Writers, District Training, KAGAN, Mentoring Minds, Barnes & Noble Literature, Lesson Collaboration Data Analysis, Eduphoria, Springboard, TI Inspire, Response to Intervention (RTI), SIOP Trainings, My Reading Coach/Lexia, Unique Learning Systems, Project Lead the Way, Classroom Management, IReady, I-SIP Math, Nearpod Training and AVID.	1.0, 3.0, 7.0, 10.0	Administration, Teachers, SCEIC, District Instructional Specialists/Instructional Officers	Professional Staff Development Agendas/Sign-in Rosters, Walkthrough data, Lesson Plans, T-TESS Evaluation, Educational Structures set in place, Professional Development certificates and sign-in rosters, Student assessment data, program usage reports			
	Funding Sources: 211 - Title I, Part A - 8470.00					

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

**Performance Objective 2:** During the 2017-18 school year, Socorro Middle School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

**Evaluation Data Source(s) 2:** Socorro MS will meet all system safeguards

**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
<b>System Safeguard Strategy</b> 1) To ensure teachers are provided with scientifically research-based programs, materials, and professional development to challenge students through rigorous lessons and activities, the following will be provided or purchased: KAGAN, Fundamental 5, Scholastic, Technology such as Computers, Mouse, Keyboards, Lab Tops, TI Calculators, Projectors, Sound System, Read 180 materials.	1.0, 9.0, 10.0	Administration, Teachers, SCEIC	Walkthrough data, Lesson Plans, Bulldog Writing Wall, Lab Participation Schedule, Interactive workbook, student work displays, TI Calculator usage, Computer Program usage reports, Fundamental 5 classroom posters, Science Fair participation, Unit Assessment Data, PLC Meetings.			
	Funding Sources: 211 - Title I, Part A - 60000.00					
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

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

**Performance Objective 1:** During the 2017-2018 school year, Socorro Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2016-2017 school year to promote teamwork and unity in the education of students.

**Evaluation Data Source(s) 1:** An increase of 5% in community and parental involvement

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) With the collaboration of the campus instructional team, the Communities in Schools Project Coordinator and Parent Liaison, we will ensure that the needs of our parents and community are met through educational enhancement, supportive guidance, enrichment through group and cultural activities, health and human services, parental involvement sessions and pre-employment skills. Interactive, informative and educational sessions will be provided to our parents throughout the school year, such as, AVID Parent Nights (Fall/Spring), Math Night, Literacy Night, Latino Literacy Night, Science Night and Chat with the Principal. These sessions are meant to involve and educate our parents of the initiatives and programs we have set in place for our students and how parents can better assist their child(ren) at home.	1.0, 6.0, 9.0, 10.0	Administration, CIS Coordinator/Parent Liaison, Counselors, Librarian, AVID Coordinators, Teachers, SCEI coaches.	Meeting agendas, sign-in rosters, parent surveys, monthly calendar of events, home visits, parent volunteer program list, parent nights in the content areas, parent Participation on events offered, increase of parent attendance for meetings, student inappropriate behaviors/referrals decrease, student academic improvement			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) Provide funding for parents, community members, and students to attend educational conferences and workshops in order to gain exposure to college readiness activities such as Collegiate Forums, College Fairs, Financial Aid, etc.	1.0, 6.0, 10.0	Administration, CIS Coordinator, Counselor, Librarian, Nurse	Meeting agendas/ sign-in rosters, campus participation, parent contact logs, scheduled parent presentations, increase in parent volunteer program, walkthroughs during presentations, increased parent participation on campus from previous year, parent surveys.			
	Funding Sources: 211 - Title I, Part A - 200.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 2:** For the 2017-2018 school year, Socorro Middle School will increase parental call outs and communication by 10% in order to keep parents informed of going-ons at Socorro MS.

**Evaluation Data Source(s) 2:** An increase of 10% in parental communication.

**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) To keep our parents informed of events at Socorro Middle School, parents will be notified by making an all call via telephone, through a monthly newsletter/calendar from the Principal, and a monthly calendar of events from the CIS Coordinator, as well as the parent liaison. Marquee messages are updated regularly and an open door policy is established to ensure parents are served appropriately and efficiently to avoid wait time.	1.0, 6.0, 10.0	Administration, CIS Coordinator, Parent Liaison, Counselors, Teachers	Newsletters, all calls, parent participation, lower parent complaints, parent participation, positive parent surveys.			
	Funding Sources: 211 - Title I, Part A - 200.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 1:** For the 2017-18 school year, 65% of Special Education and ELL students at Socorro Middle School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 1:** STAAR scores for SPED and ELL students, benchmarks, common assessments showing that 65% of students have approached the standard.

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

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To meet performance and progress effectiveness as reported through TEA and PBMAS, campus stakeholders will establish rigorous programs, intervention programs, and parent programs to ensure students meet expectations and show improvement. Teachers will use Eduphoria for Response to Intervention (RTI) in order to meet the needs of ELLS, SPED, AT-RISK and CTE students. Documentation must be on ARMS. Counselors will provide a Guidance & Counseling Program on campus and hold teach/inform teachers, parents, and students to understand HB5 and ensure a graduation plan by the time they complete 8th grade. Teachers will also follow Master Teacher lessons as anti-bullying program. A CIS Coordinator and a Parent Liaison is housed on campus to assist parents and students.		Administration, SCEI coaches, CIS coordinator, Parent Liaison, Counselors, Teachers	Lesson Plans, Walkthroughs, student performance data, student work, meeting agendas Student performance increase on common assessments, report cards, RTI, lesson differentiation			
	Funding Sources: 211 - Title I, Part A - 500.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						











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

**Performance Objective 2:** For the 2017-2018 school year, the average daily attendance for students will increase from 96.41% to 97.5%.

**Evaluation Data Source(s) 2:** Tyler daily and weekly attendance records, district Chronic and Excessive absence reports

**Summative Evaluation 2:** No progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) student attendance will be monitored on a weekly basis. Students who are absent will be contacted by phone. Students who are critically absent will have a parent conference</p>	1.0	Administration	97.5 % attendance rate			
Funding Sources: 199 - General Fund: High School Allotment - 100.00						
 = 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, 100% of students will participate in the Olweus anti-bullying program.

**Evaluation Data Source(s) 3:** Tyler Olweus tracker, walk-throughs, student surveys

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students will olweous instruction once a week through Electives classes.</p>	2.0	Teachers / Administration	Decrease in bullying cases.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	3	ESL students will receive appropriate instructional materials to include technology and research based materials. Reading materials will also be purchased to support student achievement.
2	3	1	Students receiving special education services will be provided additional academic support through tutoring, Saturday school, intersession and in class small group instruction by co-teachers.
3	2	1	To ensure teachers are provided with scientifically research-based programs, materials, and professional development to challenge students through rigorous lessons and activities, the following will be provided or purchased: KAGAN, Fundamental 5, Scholastic, Technology such as Computers, Mouse, Keyboards, Lab Tops, TI Calculators, Projectors, Sound System, Read 180 materials.

# State Compensatory

## Personnel for Socorro Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Berenice Cardenas	Teacher	CSR	1
Elva Quiroz	Teacher	State Compensatory/Teacher Reduction	1
Frenda Serda-Gerardo	SCEI	State Compensatory Eduation	1
Karen Arras			.17
Melanie Martinez	SCEI	State Compensatory Education	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>
	At Risk Aide	Title 1	1
Joshua Esparza	AVID Tutor	AVID Program	1
Maria Angeles	AVID Tutor	AVID Program	1
Pending	AVID Tutor	AVID Program	1
Ruby Pasillas	AVID Tutor	AVID Program	1

## Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional supplies and emergency kits		\$700.00
1	1	2	N/A		\$700.00
<b>Sub-Total</b>					<b>\$1,400.00</b>
<b>199 - General Fund: High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	2	1			\$100.00
<b>Sub-Total</b>					<b>\$100.00</b>
<b>199 - General Fund : Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$2,000.00
2	6	1			\$4,000.00
2	12	1			\$4,000.00
2	15	1			\$4,000.00
<b>Sub-Total</b>					<b>\$14,000.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	PEIMS discipline Reports		\$1,000.00
2	1	2	Technology Items for Updating Campus		\$8,500.00
2	2	1	Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Compass Learning, Read 180, iReady, Nearpod		\$18,000.00
2	2	2	Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Compass Learning, Read 180, iReady, Nearpod		\$1,200.00
2	5	1	Interactive Projectors		\$18,000.00
2	7	1			\$18,000.00

2	8	1	IReady, STAAR Master		\$18,000.00
2	11	2			\$2,000.00
2	17	1	1500		\$0.00
3	1	1	Planning time, Staff development days		\$8,470.00
3	2	1	Technology equipment and licenses		\$60,000.00
4	1	1	N/A		\$500.00
4	1	2	Title 1 Funds		\$200.00
4	2	1	No additional resources needed		\$200.00
5	1	1	No additional resources needed		\$500.00
<b>Sub-Total</b>					\$154,570.00
<b>263 - Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$8,500.00
<b>Sub-Total</b>					\$8,500.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3	Reading Materials		\$5,600.00
2	9	1			\$5,000.00
2	10	1			\$5,000.00
2	16	1			\$5,000.00
<b>Sub-Total</b>					\$20,600.00
<b>211A- Title I- Priority /Focus Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	11	1			\$18,000.00
2	14	1			\$18,000.00
<b>Sub-Total</b>					\$36,000.00
<b>Grand Total</b>					\$235,170.00