

Socorro Independent School District
Socorro Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

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

Board Members and Superintendent

Board of Trustees

Cynthia Ann Najera, President
Angelica Rodriguez, Vice President
Antonio "Tony" Ayub, Secretary
Hector F. Gonzalez, Trustee
Gary Gandara, Trustee
Paul Guerra, Trustee
Michael Anthony Najera, Trustee

Superintendent of Schools
José Espinoza, Ed.D.

Table of Contents

At Socorro Middle School, it is our mission to provide a safe and welcoming learning environment to our school community. All students have an equal opportunity and will excel academically, socially and personally. We will prepare our students to be college and career ready, as well as to become life-long learners and productive members of society. 2

Tomorrow's Leaders Learning Today 2

Comprehensive Needs Assessment 5

Demographics 5

Student Academic Achievement 8

School Processes & Programs 13

Perceptions 15

Priority Problem Statements 16

Comprehensive Needs Assessment Data Documentation 17

Goals 18

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. 17

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. 21

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. 38

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information. 40

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level. 43

Comprehensive Support Strategies 46

PBMAS Intervention Strategies 47

State Compensatory 48

Personnel for Socorro Middle School: 48

Title I Schoolwide Elements 49

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 49

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 49

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 49

Title I Personnel 50

District Funding Summary 51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Socorro Middle School is one of forty-nine 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 630 students in grades sixth to eighth. Student enrollment by ethnicity is 4.6% American Indian, 0.48% Asian, 0.48% African American, 91.45% Hispanic, and 0.32% White. Enrollment by gender is 50.3% male and 49.6% female. 100 % of our students are eligible for free or reduced meals.

Total Staff population is at 50.3 FTEs, 2.9% white, 0% Asian, 100% Hispanic, 43.% male and 56.7% female. 69.8% hold a Bachelors Degree and 30.2% 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 “Chat with the Principal” meetings and 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 through our Exploring Careers class. 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)	<u>163</u>	25.9%
Career and Technical Education (CTE)	<u>256</u>	40.6%
Free Lunch Participation	<u>630</u>	100%
Reduced Lunch Participation	<u>0</u>	0%
Economically Disadvantaged	545	86.5%
Gifted & Talented	<u>50</u>	7.9%
Special Education (SPED)	<u>66</u>	10.47%
Title 1 Participation	630	100.00%
Dyslexia	<u>9</u>	1.42%
Homeless Statuses		
Homeless Status Total	<u>7</u>	1.1%
Shelter	<u>1</u>	0.16%
Doubled Up	<u>7</u>	1.1%
Unsheltered	0	0.00%

Student Demographics	Count	Percent
Gender		
Female	<u>313</u>	49.68%
Male	<u>317</u>	50.32%

Ethnicity		
Hispanic-Latino	<u>576</u>	91.43%

Race		
American Indian - Alaskan Native	<u>19</u>	3.19%
Asian	<u>2</u>	0.32%
Black - African American	<u>1</u>	0.16%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>3</u>	0.48%
Two-or-More	0	0.00%

Student Total 630 100%

6th Grade	192	30.47%
7th Grade	210	33.33%
8th Grade	228	36.19%

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 176 Limited English Proficient student, 50 students in the Gifted and Talented program and, 35 students identified for 504 services. There are 66 students served through special education services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Socorro Middle School has a high teacher turnover rate. **Root Cause:** Administrative changes over the past years have led to teachers leaving the campus

Student Academic Achievement

Student Academic Achievement Summary

STAAR

Socorro Middle School administrative team reviewed the 2018 8th grade results in Mathematics, Reading, Writing, Social Studies, and Science STAAR tests. The data is as follows:

	2016-2017 STAAR	2017-2018 STAAR	Change	2017-2018 Meets GL	2017-2018 Masters C
6th Grade Math (205 tested)	79.5%	82.2%	2.7%	29.2%	5.9%
7th Grade Math (219 tested)	75.3%	77.8%	2.5%	40.4%	15.3%
8th Grade Math- March(190 tested)	86.8%	93.3%	6.5%	50.2%	11.2%

	2016-2017 STAAR	2017-2018 STAAR	Change	2017-2018 Meets GL	2017-2018 Masters
6th Grade Reading (205 tested)	64.9%	59.3%	-5.6%	25%	11.1%
7th Grade Reading (219 tested)	75.8%	70%	-5.8%	32.5%	18.7%
8th Grade Reading-March (190 tested)	83.7%	81.6%	-2.1%	37.7%	16.1%

	2016-2017 STAAR	2017-2018 STAAR	Change	2017-2018 Meets GL	2017-2018 Masters C
7th Grade Writing (190 tested)	75.8%	72.1%	3.7%	40.7%	12.7%

8th Grade Science (188 tested)	74.5%	83.3%	-8.8%	55.4%	24.58%
8th Grade Social Studies (188 tested)	50.5%	68.6%	18.1%	26.8%	10.9%

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 they continue to perform below their peers. Although their academic performance improved achievement gap wasn't closed nearly enough from the 2016-2017 school year to this 2017-2018 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 2017-2018 school year, 93.3% of 8th graders passed the Math STAAR test (2nd administration), 50.2% of them reaching the "Meets" level. This is a decrease of 0.01% from the previous year.

The results from the 1st administration of 8th grade Math show that 85.51% of Hispanic students meet the approaches GL standard, 100 %of White students met the approaches GL standard, 100% of American Indian students met the approaches GL standard, 72.41% of students coded LEP met the approaches GL standard and but only 31.25% of students in special education met the approaches GL standard.

2017-2018 Math data from 7th grade was overall of 77.8% of students meeting the approaches GL standard, while 2016-2017% shows a number 75.3% of 7th-grade students meeting the approaches GL standard. There was a growth of 2.5% of students meeting the approaches grade level standard as compared to the previous year

Algebra EOC

Algebra EOC scores were at 100% passing and the number of students from taking Algebra 1 increased from 50 students in 2016-2018 to 60 students in the 2017-2018 school year. In looking at students scoring at Masters level we only had 51.61% %, significantly lower than 76.9% the previous year.

Reading STAAR

After the second administration, 81.6% of 8th graders passed the reading STAAR. The campus had a drop in students passing of 2.1%.

In looking at 1st administration 66.52% Hispanic of students met the approaches standard, 67.5% of white students met the approaches standard, 59% of

American Indian met the approaches standard, 48.62% of LEP met the approaches standard and 44.44% of special education students met the approaches standard. Overall campus STAAR data from 2017-2018 shows the campus reading average meeting approaches grade level at 71.1%.

TELPAS

6th Grade

Reading Proficiency Rating				Writing Proficiency Rating				Listening Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
				6.56%	22.95%	37.7%	32.79%				

7th Grade

Reading Proficiency Rating				Writing Proficiency Rating				Listening Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
				7.55%	24.53%	37.74%	30.19%				

8th Grade

Reading Proficiency Rating				Writing Proficiency Rating				Listening Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
				5.52%	24.314%	20.69%		39.66%			

Student Academic Achievement Strengths

Overall, students are achieving greater success in Math with a higher percentage of students reaching the "approaches grade level" standard in the 2017-2018 STAAR results (6.5%). We have an increase of 12 students who are taking Algebra for high school credit. In 2016-2017 we had 50 students, and in 2017-2018 we had 62 students. 100% of Algebra students achieved "Approaches Grade Level"

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students at Socorro Middle have continuously struggled in the areas of Mathematics and Reading. **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 under performing their peers 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.

Problem Statement 3: At Socorro Middle School, 38.5% of special education students passed the STAAR Reading exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teachers failed to use provided resources to plan effective lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal that are routinely reviewed by instructional leaders.

Problem Statement 4: At Socorro Middle School, 31.8% of special education students passed the STAAR Social Studies exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teachers failed to use provided resources to plan effective lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal that are routinely reviewed by instructional leaders.

Problem Statement 5: At Socorro Middle School, 25.9% of special education students passed the STAAR Writing exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teachers failed to use provided resources to plan effective lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal that are routinely reviewed by instructional leaders.

Problem Statement 6: At Socorro Middle School, 33.3% of special education year after exit students passed the STAAR Reading exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teachers failed to use provided resources to plan effective lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal that are routinely reviewed by instructional leaders.

Problem Statement 7: At Socorro Middle School, 40.4% of English as a Second Language students passed the STAAR Reading exam at the "meets " level during the 2017-2018 school year. **Root Cause:** The campus was not properly identifying struggling students and assigning appropriate intervention strategies for TIERS 1, 2, 3, and campus instructional leaders and teachers were not tracking the progress of struggling students and the effectiveness of these intervention strategies.

Problem Statement 8: At Socorro Middle School, 32.1% of English as a Second Language students passed the STAAR Social Studies exam at the "meets " level during the 2017-2018 school year. **Root Cause:** The campus was not properly identifying struggling students and assigning appropriate intervention strategies for TIERS 1, 2, 3, and campus instructional leaders and teachers were not tracking the progress of struggling students and the effectiveness of these intervention strategies.

Problem Statement 9: At Socorro Middle School, 32.6 % of English as a Second Language students passed the STAAR Writing exam at the "meets " level during the 2017-2018 school year. **Root Cause:** The campus was not properly identifying struggling students and assigning appropriate intervention strategies for TIERS 1, 2, 3, and campus instructional leaders and teachers were not tracking the progress of struggling students and the effectiveness of these intervention strategies

Problem Statement 10: At Socorro Middle School, 41.7 % of Limited English Proficiency not served students passed the STAAR Reading exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teachers failed to use provided resources to plan effective lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal that are routinely reviewed by instructional leaders.

Problem Statement 11: At Socorro Middle School, 0 % of migrant students passed the STAAR Reading exam at the "meets " level during the 2017-2018 school year. **Root Cause:** Teaching and learning: Campus instructional leaders and teachers tracked the progress of struggling students but failed to monitor the effectiveness of the intervention strategies.

Problem Statement 12: At Socorro Middle School, 39 % of the All student population met the grade level standard or above on all STAAR exams during the 2017-2018 school year. **Root Cause:** Teaching and learning: Campus instructional leaders and teachers tracked the progress of struggling students but failed to monitor the effectiveness of the intervention strategies.

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, Reading and Writing. 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 will continue to be used to gauge where we are as a campus as compared to other campuses in the district. 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 weekly PLC meetings administrators and SCEI coaches will 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. 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 work with small groups of at-risk students throughout the year in order to ensure success. After school tutoring was held during the fall semester as well as the spring semester. During intersession, tutoring groups were identified lessons were prescriptive to meet the needs of our most struggling students.

100% of teachers on our campus are highly qualified. Novice teachers are assigned 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 other instructional resources.

School Processes & Programs Strengths

One of our strengths at Socorro Middle School is our AVID Program. In 2017-2018 we served 69 seventh and eighth-grade students in AVID. Through the rigorous curriculum, high accountability, and family environment of AVID. For the upcoming 2018-2019 school year, we looking to increase the number of students enrolled in the AVID class. This year additional faculty members attended the AVID training held at the district service center.

Our community and parent outreach activities is another program strength. This year, through a partn

ership with El Pasoans Fighting Hunger, we hosted monthly 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. Also, we hosted several chats with local agencies, specialists, and legal entities 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. Guests speakers were brought in to discuss the importance of obtaining a higher

education.

Additional program strengths include:

- * On-going technology training provided by Danisa Morales and our SCEI Coaches
- * Electronic, interactive lesson plans
- * 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 31.8% of SPED students in 8th grade Social Studies met approaching grade level standard, 60.9% met approaches grade level standard in Science and 23.1 % of student met the approaches grade level standard in Writing **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 56.1% of LEP students in 8th grade Social Studies met approaches grade level standards, 56.1% met the approaches grade level standard in Science and 34.7% met the approaches grade level standard in Writing **Root Cause:** General education teachers need further training on implementing SIOP strategies.

Perceptions

Perceptions Summary

Although we did not use the Socorro ISD Climate Survey in the 2017-2018 school year, we welcome feedback from our students, teachers, parents and other stakeholders as to how to improve our campus. Areas of refinement include instructional practices, campus morale, school safety and parental involvement. Students indicate they feel more comfortable this year as the administration was not as strict as in previous years. Students indicate they feel a sense of belonging at Socorro middle school and feel they are treated with dignity and respect. Teachers indicate that discipline is of concern and are working with the administration to improve the issue.

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 counselor 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 the classrooms, are visible inside and during lunch duty in an effort to maintain order and safety in the building.

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 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:

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers feel that student discipline continues to be a concern. **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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018










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.

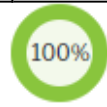
Performance Objective 1: For the 2018-2019 school year, Socorro Middle School will fulfill 100% of the safety requirements to ensure that its stakeholders feel safe at school and school events.

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

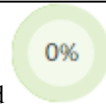
Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: EOP committee must meet once a month.

Strategy Description	ELEMENTS	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.	2.4	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 2018-2019.	2.4	Campus Safety Officer, SISD Police Officer, Counselor, CIS Counselor, Teachers	Faculty and Staff are better versed in the proper procedures for drills and emergencies.			
	Funding Sources: 199 - General - 700.00					
3) Students will receive anti--bullying classes through Olweus and Master Teacher curriculum.	2.4	Teachers, administration	decrease in bullying cases reported/referrals			
	Funding Sources: 211 - Title I, Part A - 500.00					



= Accomplished



= 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 2018-2019 school year, the total number of disciplinary incidents at Socorro Middle School will decrease by 20%. There were 300 discipline incidents in 2017-2018. 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: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: Implement PBIS in the 20149-2020 school year as recommended by R-19.

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6, 3.2	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 = 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 2018-2019 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, student schedules

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Look to purchase other mathematics or reading software to assist students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 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 iReady, ULS (Unique Learning Systems), and Nearpod. Technology and resources will be purchased to supplement core curriculum.	2.4, 2.6	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.	2.4, 2.5, 2.6	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, 199 - General Fund: SCE - 2000.00					
Critical Success Factors CSF 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.	2.4, 2.6					
	Funding Sources: 199 - General Fund: Bilingual - 4000.00					

<p align="center">PBMAS TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>4) Students will be provided with additional learning opportunities through tutorials after school, on Saturdays, during intersession, and in the summer.</p>	2.4, 2.5, 2.6	Campus Administration	Increase in STAAR assessment passing rate			
	<p>Funding Sources: 211 - Title I, Part A - 11000.00, 199 - General Fund: SCE - 37916.00</p>					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 2: During the 2018-2019 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Math from 82.2% to 86%. Percent meets will also increase from 29.2% to 40%

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue recognizing students for their academic and attendance achievements.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) To reach expected goals by early Spring of 2019, 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; Eduphoria, Teks Resource System (TRS), Fundamental 5, Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Read 180, iReady, Nearpod, Technology through VDI Labs, Computers on Wheels, TI-Calculators, etc.</p>	2.4, 2.6	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 - 15000.00						
<p>Critical Success Factors CSF 1</p> <p>2) Students will be recognized for their achievements monthly, every quarterly and at the end of the year with awards.</p>	2.4, 2.6	Counselors Teachers SCE-I Coaches Administration	AB Honor 9 weeks lists/ EOY Progress Reports Attendance rates Student of the Month End of Year student awards assembly.			
Funding Sources: 211 - Title I, Part A - 1200.00						
= Accomplished = 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 2018-2019 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Math from 63 to 70%. Percent meets will also increase from 31% to 40%.

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

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue providing Special Education students additional support and interventions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students receiving special education services will be provided additional academic support through tutoring, Saturday school, intersession, summer, and in class small group instruction by co-teachers.</p>	2.4, 2.5, 2.6	Teachers,administration	70 % of students receiving special education services will achieve the "approaches GL" standard on the STAAR exam.			
<p>Funding Sources: 224 - IDEA A, SPED - 2000.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

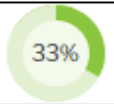
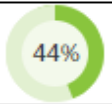
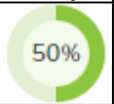

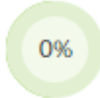

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: During the 2018-2019 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Math from 65% to 70%. Percent meets will also increase from 15% to 25%

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

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue monitoring ELL students and provide students with early interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students identified as English Language Learners will be provided with additional support during intersession, Saturday school, summer, and tutoring.</p>	2.4, 2.5, 2.6	Teachers, Administration	70 % of students identified as English language learners will achieve the "Approaches Grade Level" standard on the STAAR Exam.			
Funding Sources: 211 - Title I, Part A - 2000.00						
 = Accomplished  = 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: During the 2018-2019 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Reading from 71.1 to 78%.

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

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>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. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, Kamico, I-Ready. eduphoria and other research-based resources.</p>	2.4, 2.6	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			
<p>Funding Sources: 211 - Title I, Part A - 15000.00</p>						
<p> = Accomplished = 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 6: During the 2018-2019 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Reading from 37.5% 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

High Priority

Next Year's Recommendation 6: Continue providing students early interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS Critical Success Factors CSF 1 1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession.	2.4, 2.5, 2.6	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 - 2000.00					
= Accomplished = 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 2018-2019 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Reading from 40.4% 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

High Priority

Next Year's Recommendation 7: Continue monitoring and providing early intervention for ELL students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>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 (at-risk students), and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO)and administration. Library will offer reading materials to assist students at all levels of performance. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, I-Ready and other research-based resources</p>	2.4, 2.6	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			
<p>Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 4500.00</p>						
<p> = Accomplished = 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 8: During the 2018-2019 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Writing from 72.1% to 80%.

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

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Next Year's Recommendation 8: Continue providing students and teachers with educational materials.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) 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. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, I-Ready and other research-based resources</p>	2.4, 2.6	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			
<p>Funding Sources: 211 - Title I, Part A - 15000.00</p>						
<p> = Accomplished = 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 9: During the 2018-2019 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Writing from 23.1% to 60%.

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

Summative Evaluation 9: Some progress made toward meeting Performance Objective

High Priority

Next Year's Recommendation 9: Provide students with interventions as needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	2.4, 2.5, 2.6	Teachers, Administration	60% of students receiving special education services will meet the "Approaches Grade Level" standard in the STAAR Test			
<p>Funding Sources: 199 - General Fund: Bilingual - 2000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

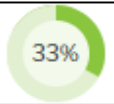
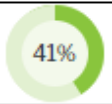
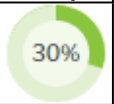



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 10: During the 2018-2019 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Writing from 34.7% to 60%

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

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: Monitor students and provide early interventions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) ELL students will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession</p>	2.4, 2.5, 2.6	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 - 2000.00						
 = Accomplished  = 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 2018-2019 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Science from 83.3% to 90%.

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

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Next Year's Recommendation 11: Continue identifying students who need additional academic assistance and provide early intervention.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Students identified as needing additional support in science will be brought in for remediation during Tutoring, Saturday School, summer, and Intersession</p>	2.4, 2.5, 2.6	Teachers, Administration	90% of students will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 1059.00						
<p>Critical Success Factors CSF 1</p> <p>2) Purchase instructional materials ensure students have opportunities to have hands on learning and conduct experiments in the science labs. At-risk students will have a focus.</p>	2.4, 2.5, 2.6	Teachers, Administration	Students will create experiments in science labs			
Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund: SCE - 1600.00						
= Accomplished = 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 2018-2019 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Science from 60.9% to 70%.

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

Summative Evaluation 12: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 12: Provide students with early interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	2.4, 2.5, 2.6	Teachers, Administration	70% 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 - 2000.00						
= Accomplished = No Progress = Discontinue						




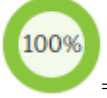
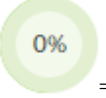

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 13: During the 2018-2019 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Science from 56.1% 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

Next Year's Recommendation 13: Monitor students and provide interventions as needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession</p>	2.4, 2.5, 2.6	Teachers, Administration	60% of students identified as English Language Learners will meet the "Approaches Grade Level" standard in the STAAR Test			
Funding Sources: 211 - Title I, Part A - 15000.00						
 = Accomplished  = 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 14: During the 2018-2019 school year, Socorro MS will increase the percent of students that meet the "Approaches GL" standard in Social Studies from 68.6% to 75%.

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

Summative Evaluation 14: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 14: Continue providing teachers with staff development and instructional materials needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) 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; Teks Resourse System (TRS), Fundamental 5, Nearpod, Technology through VDI Labs and Computers on Wheels and other instructional materials.</p>	2.4, 2.6	Teachers, Administration	60% of students will meet the "Approaches Grade Level" standard in the STAAR Test			
<p>Funding Sources: 211 - Title I, Part A - 18000.00</p>						
<p> = Accomplished = 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 15: During the 2018-2019 school year, Socorro MS will increase the percent of students enrolled in Special Education that meet the "Approaches GL" standard in Social Studies from 31.8% to 60%.

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

Summative Evaluation 15: Significant progress made toward meeting Performance Objective

High Priority

Next Year's Recommendation 15: Provide students with interventions as needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession</p>	2.4, 2.5, 2.6	Teachers, Administration	60% of students receiving special education services will meet the "Approaches Grade Level" standard in the STAAR Test			
<p>Funding Sources: 199 - General Fund : Special Education - 2000.00</p>						
<p> = Accomplished = 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 16: During the 2018-2019 school year, Socorro MS will increase the percent of LEP students that meet the "Approaches GL" standard in Social Studies from 36.8% to 60%

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

Summative Evaluation 16: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 16: Provide students interventions as needed

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1</p> <p>1) Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession</p>	2.4, 2.5, 2.6	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 - 3000.00						
= Accomplished = 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 2018-19 school year, Socorro Middle School will increase the number of professional development and collaboration opportunities offered to employees by 10% as compared to the 2017-18 school year.

Evaluation Data Source(s) 1: PD sign-in sheets, PD evaluations, an increase of 10% participation on PD

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Provide teachers with training throughout the year to better assist students.

Strategy Description	ELEMENTS	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), Master Teacher, SIOP Trainings, My Reading Coach/Lexia, Unique Learning Systems, Project Lead the Way, Classroom Management, I-Ready and Nearpod Training.	2.4, 2.6	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 - 6000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

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 2018-2019 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Provide teachers with research based materials

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.6	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 - 35000.00					
= Accomplished = 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.

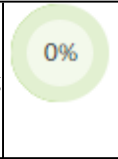
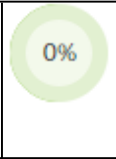
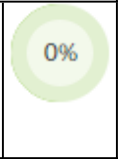



Performance Objective 1: During the 2018-2019 school year, Socorro Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 10% as compared to the 2017-2018 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: An increase of 10% in community and parental involvement

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue working with CIS to increase parental involvement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>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. Purchase supplies, materials, technology, snacks and refreshments as needed to carry out all the workshops and training's for parents.</p>	3.1, 3.2	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			
<p>Funding Sources: 211 - Title I, Part A - 1500.00</p>						

<p>Critical Success Factors CSF 5</p> <p>2) Provide funding for parents and community members to attend educational conferences and workshops in order to gain exposure to college readiness activities such as Collegiate Forums, College Fairs, Financial Aid, etc.</p>	<p>3.1, 3.2</p>	<p>Administration, CIS Coordinator, Counselor, Librarian, Nurse</p>	<p>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.</p>			
<p>Funding Sources: 211 - Title I, Part A - 500.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

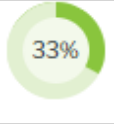
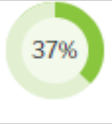




Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 2: For the 2018-2019 school year, Socorro Middle School will increase parental call outs and communication by 10% in order to keep parents informed of the activities at Socorro Middle School.

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

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue using blackboard connect to communicate with parents

Strategy Description	ELEMENTS	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.	3.1, 3.2	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  = 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 2018-2019 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Monitor Special Education students and provide early interventions.

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6, 3.1, 3.2	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 - 3000.00					
= Accomplished = 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 2018-2019 school year, the average daily attendance for students will increase from 95.64% to 97.5%.

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 4</p> <p>1) student attendance will be monitored on a weekly basis. Studens who are absent will be contacted by phone. Students who are critically absent will have a parent conference</p>	2.4, 2.6, 3.2	Administration	97.5 % attendance rate			
Funding Sources: 199 - General Fund: High School Allotment - 100.00						
= Accomplished = 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 2018-2019 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue providing students with Olweous lessons.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 6 1) Students will receive Olweous instruction once a week through the Bulldog Academy Class.	2.4, 2.6	Teachers / Administration	Decrease in bullying cases.			
Funding Sources: 211 - Title I, Part A - 3000.00						
= Accomplished = No Progress = Discontinue						

Comprehensive Support 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.
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.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	1	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 iReady, ULS (Unique Learning Systems), and Nearpod. Technology and resources will be purchased to supplement core curriculum.
2	1	4	Students will be provided with additional learning opportunities through tutorials after school, on Saturdays, during intersession, and in the summer.
2	3	1	Students receiving special education services will be provided additional academic support through tutoring, Saturday school, intersession, summer, and in class small group instruction by co-teachers.
2	4	1	Students identified as English Language Learners will be provided with additional support during intersession, Saturday school, summer, and tutoring.
2	6	1	Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession.
2	7	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 (at-risk students), and opportunities to plan lessons and instruction by SCEI coach, district personnel (IO) and administration. Library will offer reading materials to assist students at all levels of performance. Additional resources will be purchased to assist, which includes and is not limited to IXL, STAAR Master, I-Ready and other research-based resources
2	9	1	Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession
2	10	1	ELL students will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession
2	13	1	Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession
2	15	1	Students receiving services through Special Education will receive additional support through Co-Teachers, Tutoring, Saturday School and Intersession
2	16	1	Students identified as English Language Learners will receive additional support through Co-Teachers, Tutoring, Saturday School, summer, and Intersession

State Compensatory

Personnel for Socorro Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Berenice Cardenas	WIN Teacher	SCE	1
Bernadette Sanchez	WIN Teacher	SCE	1
Candy Dominguez	SCEI Coach	SCE	1
Cindy Covarrubias	Teacher	SCE	1
Cristian Carrasco	CSR Teacher	SCE	1
Debra Avalos	WIN Teacher	SCE	1
Isabel Ramirez	WIN Teacher	SCE	1
Kenia Rodriguez	WIN TIA	SCE	1
Melanie Martinez	SCEI Coach	SCE	1
Miracle Yebra	CIS	SCE	.50
Nishna Esparza	WIN Teacher	SCE	1
Olivia Meza	Library Aide	SCE	.50
Veronica Moreno	WIN Teacher	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joshua Esparza	College Tutor	Title I	1
Maria Angeles	College Tutor	Title I	1
Miracle Yebra	CIS	Title I	.50
Ruby Pasillas	College Tutor	Title I	1
Sinai Ramos	College Tutor	Title I	1

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies and emergency kits		\$700.00
1	1	2	N/A		\$700.00
Sub-Total					\$1,400.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$2,000.00
2	1	4			\$37,916.00
2	7	1			\$4,500.00
2	11	1			\$1,059.00
2	11	2			\$1,600.00
Sub-Total					\$47,075.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$100.00
Sub-Total					\$100.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
2	6	1			\$2,000.00
2	12	1			\$2,000.00
2	15	1			\$2,000.00
Sub-Total					\$8,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	3			\$500.00
1	2	1	PEIMS discipline Reports		\$1,000.00
2	1	2	Technology Items for Updating Campus		\$8,500.00
2	1	4			\$11,000.00
2	2	1	Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Compass Learning, Read 180, iReady, Nearpod		\$15,000.00
2	2	2	Mentoring Minds, Scholastic, STAAR Coach, Kamico, STAAR Master, Compass Learning, Read 180, iReady, Nearpod		\$1,200.00
2	4	1			\$2,000.00
2	5	1	Interactive Projectors		\$15,000.00
2	7	1			\$15,000.00
2	8	1	iReady, STAAR Master		\$15,000.00
2	11	1			\$5,000.00
2	11	2			\$3,000.00
2	13	1			\$15,000.00
2	14	1			\$18,000.00
3	1	1	Planning time, Staff development days		\$6,000.00
3	2	1	Technology equipment and licenses		\$35,000.00
4	1	1	N/A		\$1,500.00
4	1	2	Title 1 Funds		\$500.00
4	2	1	No additional resources needed		\$200.00
5	1	1	No additional resources needed		\$3,000.00
5	3	1			\$3,000.00
Sub-Total					\$174,400.00
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$2,000.00
Sub-Total					\$2,000.00

199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Reading Materials		\$4,000.00
2	9	1			\$2,000.00
2	10	1			\$2,000.00
2	16	1			\$3,000.00
Sub-Total					\$11,000.00
Grand Total					\$243,975.00