

Socorro Independent School District
William D. Slider Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

The mission of William D. Slider Middle School is to maximize the potential of every student to acquire the intellectual, technical, ethical, economic, communication, and citizenship skills to successfully complete college and to live fruitfully within a democratic 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

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	12
School Processes & Programs	14
Perceptions	16
Comprehensive Needs Assessment Data Documentation	17
Goals	20
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.	20
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.	24
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.	34
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.	47
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.	51
Comprehensive Support Strategies	61
State Compensatory	63
Budget for William D. Slider Middle School:	63
Personnel for William D. Slider Middle School:	65
Title I Schoolwide Element Personnel	66
Campus Funding Summary	67

Comprehensive Needs Assessment

Demographics

Demographics Summary

Introduction:

Principal--Brandon Rios

Assistant Principals:

Mary Mendoza

Lorena Martinez

Counselors:

Claudia Butler

Josie Porras

Curriculum Coaches:

Janet Carrillo

Denalda Jones

Campus Name:

William D. Slider Middle School

History:

William D. Slider Middle School is one of 48 campuses in the Socorro Independent School District that serves predominantly middle class families. William D. Slider Middle School opened its doors in September of 1991 with 1,031 students. The student population of the campus peaked in 2002 at 1109. The changing demographics of the aging neighborhoods have resulted in a gradual downward campus population trend. In 2014-15, William D. Slider Middle School served 780 students. Five years ago, 951 students were served by the campus, which is a decrease of 8%. With the continual growth of the district, boundaries have been adjusted and our enrollment will begin to steadily increase and average about 250 per grade level with an approximate student enrollment of 750-800 in the next few years. We had an increase of about 100 students from 2017-2018 to 2018-2019.

School Population (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

Student Total	728	100%
6th Grade	266	36.54%
7th Grade	216	29.67%
8th Grade	246	33.79%

The student population is 0.41% Blacks, 95.88% Hispanics, 3.16% Whites, 51.79% male and 48.21% female, with a low socioeconomic status of 71.15%.

Student Demographics (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

Gender		
Female	351	48.21%
Male	377	51.79%
Ethnicity		
Hispanic-Latino	698	95.88%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.27%
Black - African American	3	0.41%
Native Hawaiian - Pacific Islander	1	0.14%
White	23	3.16%
Two-or-More	1	0.14%

The staff population is 9% African-American, 6% Anglo, 85% Hispanic, 26 males and 56 females with an average of 14.9 years of experience.

The overall mobility rate for the campus is approximately 10.51%, with a drop-out rate of 0%.

The average daily attendance rate for students is above 96%.

The average daily attendance rate for staff is 96%.

There were a total of 100 discipline referrals this year, which is consistent with the previous year discipline referrals.

William D. Slider Middle School serves 94 English Language Learner students, 41 students in the Gifted and Talented program, 50 students identified for 504 services, 84 students served through special education services.

Student by Program (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	94	12.91%
Career and Technical Education (CTE)	323	44.37%
Free Lunch Participation	422	57.97%
Reduced Lunch Participation	96	13.19%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	41	5.63%
Special Education (SPED)	84	11.54%
Title 1 Participation	728	100.00%
Dyslexia	18	2.47%
Homeless Statuses		
Homeless Status Total	11	1.51%
Shelter	0	%
Doubled Up	11	1.51%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Special Services (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)	Count	Percent
Top Primary Disabilities		
Learning disability	37	44.00%
Other health impairment	21	25.00%
Emotional disturbance	10	11.00%
Intellectual Disability	9	10.00%
Instructional Settings		

Speech Therapy code (00)	<u>4</u>	4.76%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<u>40</u>	47.62%
Resource Room codes (41,42)	<u>13</u>	15.48%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	<u>27</u>	32.14%
Full-Time Early Childhood code (45)	0	0.00%

Other Student Information (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

At-Risk	<u>333</u>	45.74%
Economically Disadvantaged	<u>518</u>	71.15%
Title I Homeless(<u>*Special Notes*</u>)	0	0.00%
Immigrant	<u>13</u>	1.79%
Limited English Proficient (LEP)	<u>113</u>	15.52%
Migrant	<u>1</u>	0.14%
Military Connected	<u>22</u>	3.02%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504 (10/18/2017)	<u>50</u>	6.87%

Our School-wide Title I program consists of reading, math and science instructional specialists to provide direct instruction for critical need students in an inclusionary setting and develop strategies with other reading teachers to improve instruction for all; provides specifically targeted content based literature in the library to incorporate literacy across the curriculum strategies in all subject areas; provides tutorials for students (including At-risk students), in Math, Reading, Science and Social Studies during school, after school, on Saturdays and/or during intersession; implements STAAR resource modules, STAAR materials, and supplemental instructional materials, instructional accommodation resource materials for all tested levels and subject areas including Science and Social Studies; provides individualized instructional programs for core instruction and tutoring purposes such as Compass Learning, and STAAR Master Math/Reading; provides Temporary Instructional Aides to create accelerated instruction opportunities during the school day to target students in need of assistance; provides real-time instructional feedback devices that interface with the Interactive White Boards (IPAD's, TI 1500 Calculators) to improve the immediate impact of instructional delivery; provides online individualized and group instructional programs for core instruction and tutoring purposes such as United Streaming; provides class sets of literature for intensive reading support for Language to Literacy and Literacy Circle study to accommodate rigorous instruction in ELAR; provides historically based biographies, historical fiction, and other historically based literature sources to enhance the depth of student understanding of Social Studies concepts; provides increased teacher and parent communication, helps students organize assignments and projects; develops and reinforces proactive strategies to foster a campus culture of respect and academic intent by introducing the scientifically researched Olweus Program; maintains a full time Title I parent Liaison to promote parental involvement and to conduct parent information and training sessions to maximize parental support of student achievement, offering parental involvement trainings and sessions to encourage parents to be active in school activities utilizing a variety of stored teaching materials and technologies for effective presentation of critical parent issues; supports the development of parental involvement by providing parent liaison to support via parent workshops (STAAR preparation, anti-bullying, on-line registration, coffee with the principal), parent volunteer coordinators, and key parent partners with critical training designed to enhance effective parent/school partnership; provides parent liaison with the

technology tools (computer, printer, storage devices, presentation devices) to plan, create, and deliver effective presentations for parents in trainings/informational meetings; materials, supplies, and consumable products necessary to support the training and parental involvement objectives. Our State Compensatory Program (SCE), consists of 2 SCEI academic coaches training teachers in best practices for assisting at-risk students, and conducting accelerated instruction for students (particularly At-risk students), in Math, Reading, Science and Social Studies during school, after school, on Saturdays and/or during intersession; remediation opportunities during intersession, after school, and during Saturday school; provide At-Risk Instructional Aide to work with At-Risk students; provide part time At-Risk Library Aide to work with At-Risk students; ensures that all teachers provide direct instruction during and document progress on interventions for their assigned at-risk students in the ARMS at least once every three weeks; provides the district level technology systems to record and document progress.

The leadership team together with our site-based decision-making team looked at last year's program evaluations, survey results, and the following data: 2016-2017 STAAR performance in reading, math, science, writing, and social studies disaggregated by student populations that included African American, Hispanic, Anglo, and Economically Disadvantaged. Other data reviewed by SIT included the Title I Adequate Yearly Progress requirements, CSCOPE Unit assessment results, benchmark assessments, dropout rates for pertinent grades, advanced course/dual enrollment completion, and gap analysis as determined by ARMS reports. Additionally, the committee reviewed various documents to assess instructional programs addressing the needs of at-risk, career and technology, economically disadvantaged, gifted and talented, immigrant, English language learners, migrant, dyslexia, and special education students. The selected data sources were analyzed and summarized in order to provide the key information and conclusions necessary to engage available resources to meet district/campus goals.

Findings were evaluated to look for areas of weaknesses and strengths. Generally the data showed W.D. Slider seems to be performing at or above with overall district performance considering the heightened rigor and standards required by the STAAR test and college readiness standards. W.D. Slider received 3 TEA distinctions for the 2016-2017 year and then proceeded to earn 6 out of 7 TEA distinctions in 2017-2018 which led it to become a TIER 1 campus in SISD. W.D. Slider met all Texas System Safeguards for academic targets for 2017, notably in the student subgroups of Hispanic and Economic Disadvantaged learners in Reading. Efforts to serve sub-groups will continue to be rigorous, have a campus wide focus, and will systematically work to reach the standards required for all sub-groups by adjusting instruction to include small group intervention during and after the school day, increasing instructional time for Reading and Math, Tutoring in small groups and individually. Findings of this campus needs assessment may be adjusted as STAAR scores used for accountability are finalized.

Demographics Strengths

Our School-wide plan focused on continuing to improve student attendance through daily phone calls, warning letters for possible LOC/court, and administrative team meetings with parents. The administrative team met with incoming sixth grade parents to explain to them the importance of daily attendance. In addition frequent recognition of students with excellent attendance assisted in keeping average daily attendance above 96%. Through staff development and training, our numbers of referrals remained consistently low for the second year in a row. As a campus we used positive referrals and positive phone calls to parents to encourage positive student behavior. Through the counseling team we were able to provide lessons where students learned to interact positively with each other. In addition to promote positive student interactions, the theater and speech classes worked to create a series of videos to help students address various situations they encountered by seeing students they knew solve problems and allowed for class discussions. After school programs such as family nights encouraged all students to see learning as a fun activity. Our Library in the Sun encouraged students to come together and

read and interact together while creating art and music.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our faculty needs to continue to receive professional development in various areas of best practices in order to positively impact student achievement i.e. ELL and Special Education. **Root Cause:** Teachers need to work collaboratively with their Professional Learning Communities and share best practices that are supported by the campus.

Student Academic Achievement

Student Academic Achievement Summary

STATE of TEXAS ASSESSMENTS of ACADEMIC READINESS (STAAR):

The State of Texas Assessments of Academic Readiness (STAAR) is a more rigorous standardized testing program that emphasizes “readiness” standards which are the knowledge and skills that are considered most important for success in the grade and subject for which the student is enrolled. The assessments also are set to help get students college and career.

Students take different number of exams based on their grade levels:

6th graders take STAAR Mathematics and STAAR Reading.

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

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

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

STAAR Results

6th Reading: 66% (Campus)/ 70.8% (District)= 1.4% change from previous year

7th Reading: 81.6% (Campus)/ 77.8% (District)= 3.4% change from previous year

8th Reading (1st and 2nd Administration): 91.7% (Campus)/ 88.2% (District)= 2.8% change from previous year

7th Writing: 79.9% (Campus)/ 75%(District) = 8.4% change

6th Math: 83.1% (Campus)/ 84.2% (District) = 1.6% change from previous year

7th Math: 80.7% (Campus)/ 79.4% (District) = -2.1% change from previous year

8th Math: 96.2% (Campus)/93.4% (District) = 3.1% change from previous year

8th Social Studies: 92.5% (Campus)/ 76.8% (District)= 8.8% change

8th Science: 83.8% (Campus)/ 83.8% (District) = 3% change from previous year

8th Algebra: 100%,100%,85.1%

Student Academic Achievement Strengths

William D. Slider MS was slightly above or at district average in all tested areas. Overall, we had gains in all areas except 6th Grade ELAR Sped/ELL. The areas that had the highest gains experienced those results due to the awareness of their sub-groups and closing the achievement gap.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The special ed. sub-group continues to have minimal gains and as a result lowers the overall percentages of our STAAR scores. **Root Cause:** Instructional practices used with sub-groups need to provide improved understanding of the lesson in order to positively impact student achievement.

Problem Statement 2: At William D. Slider Middle School 22.6% of the SPED students had less than 40% of their classes in regular education. **Root Cause:** The master schedule was not built this year in collaboration with key stakeholders. ARD committee decisions will be reviewed for appropriate student placement.

Problem Statement 3: At William D. Slider Middle School 15 out of 31 ESL monitored students were at the approaches level for the writing category. **Root Cause:** Instructional time was limited due to a vacancy which existed for our ESL department. ESL students did not have a highly qualified teacher for the first semester and a teacher was hired to begin adequate instruction in January 2017.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention:

William D. Slider Middle School will focus in three areas: Conditions of Teaching and Learning, Workforce Quality, and Accountability and Assessments to insure that all teaching staff is provided with guidance and supports to improve, attract, and retain 100% of highly qualified staff. The school will also see that a respectful teaching/learning climate is nurtured so that in turn the school will yield a positive student achievement growth in all content areas, to include all sub-group populations. The administrative team will lead 3 book studies that will each end at the end of each quarter. Each administrator will lead a team of 5-7 teachers, to include novice and new to the campus, and will have discussions that will be reflective in nature.

Instructional/Curricular:

William D. Slider Middle School in collaboration with all stakeholders to include: federal, state, and district personnel will work in effort to positively close the achievement gaps in all student populations to include the offering of a rigorous learning environment that complements and addresses the skills needed in the 21st Century Learning global economy. Student achievement will be monitored and assessed through the adequate appropriation of funds and effectiveness of implementation of learning program as determined by federal and state guidelines. We will incorporate the benefits of Small Learning Communities in order to best address the needs of RTI Academics/Behavior. Each grade level will have a designated day each week to meet with the campus leadership team and receive timely feedback on various concerns to their team.

Administrative/Organizational:

William D. Slider Middle School in collaboration of the administrative team are provided with specific roles and responsibilities to address the needs of the campus (TTESS, State and Federal Programs, Policies/Expectations, implement innovative programs directly tied to college and career readiness as specified by the CCRS. Campus teams are facilitated by the administrative team to assure that all organizational programs and systems are being implemented as expected; AVID Site Team, Fine Arts, Athletics, PLTW/CTE, Departments, Technology Advisory Committee, Attendance, LOC/Academics, RTI, Special Education (504/ARD), PBIS, Discipline, as well as Parental Involvement. The duties of each administrator have been set to best compliment their strengths and make them grow in areas that will be essential for their own professional opportunities.

School Processes & Programs Strengths

- AVID program implementation for third year
- Approaching 90% of teaching staff AVID trained

- Weekly PLC's for data analysis, instructional planning and teacher led professional development
- PLTW-GTT, Spanish 1 and 2, Speech and Algebra 1 HS credit courses
- Pre AP courses offered to grades 6-8
- Ongoing Technology Training and upgrades
- Award winning band programs to include Honor, Jazz, and Symphonic Bands
- Developing Orchestra program; Piano class offered to 7th/8th grade
- Award winning Theater program
- 2 Robotic Teams: CyberStallionz and StealTechs
- Boys/Girls UIL Athletics: 7th and 8th
- UIL Academics
- Art Club
- Book Club
- Cheerleading

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Faculty and Staff need to have a better understanding of continually improving their craft to include managerial duties that impact the entire school culture i.e. Fundamental 5, AVID/WICOR, Attendance, LOC, book studies, committees. **Root Cause:** The lack of communication and different set of expectations that was previously provided led to an unclear vision of the campus goals.

Perceptions

Perceptions Summary

In order for us to continue to move Slider MS in a forward direction, we have taken into consideration many of the comments that were shared with us by students, parents, and faculty/staff in order to improve our overall systems and initiatives. Our learning community expressed their overall satisfaction with our new direction and have shown support throughout the year. Our ultimate goal that is understood by our entire learning community is that we are committed to educating our students as if they were our very own children. Along with being safe at our campus, our learning community understands the high expectations that our students need to undertake in order for them to be successful citizens of our community. As a faculty, we understand that the academic success that they experience with us in 3 years will transfer to secondary opportunities the moment they step foot in their respective high school programs. As a result, we will seek out the support of our parents and teachers to continue to have our focus on the academic success of our students. We will ask our parents to be highly engaged with their children and minimize academic distractions by increasing their awareness on their children's digital citizenship privileges. While technology will be a high priority for our classrooms, a sense of responsibility and digital citizenship will be key to properly using it as a tool for growth and not disruption of their learning environment. While we have reached out to our entire learning community this year and have received positive feedback from them, we plan on increasing our parental involvement as a tool to improve our home-school connection. As the bonds between our campus and the home life strengthen, we will reap the benefits of highly productive individuals wanting to become the ultimate citizens of our communities.

Perceptions Strengths

At William D. Slider MS we are perceived as believing in life long learning as evidenced by the college banners in the foyer as parents enter the school. As an AVID campus, students learn about various colleges from the college corners in each classroom. Areas of strength indicated by the 2016-2017 climate survey indicate that overall our community, staff and students feel safe and welcome at Slider Middle School. We have strong community support and our students work to provide food to local food banks. Our community supports us by coming to us as guest speakers and working with our library to promote our Library in the Sun initiative. Our campus sponsored Dia de los Ninos event for the MHS feeder pattern. We held monthly Family nights in the areas of Reading, Science and Math.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: William D. Slider MS should be leading our district in all academic areas and extra-curricular programs. **Root Cause:** William D. Slider MS has had a great history of success in the areas of academics and extra-curricular programs that has created a sense of complacency in the professional growth of our teams.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

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

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, William D. Slider will develop and implement a plan of action to ensure that its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Assessment of Monthly Emergency Drills ; End of Year Drills Documentation and District Safety Audits.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will ensure Emergency Operations Plan (EOP) procedures are presented and students and staff are trained in emergency drills.	2.4	Safety Coordinator, Administration, SRO, and Teachers	Successful drills and awareness conduct and behaviors by students and staff.			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) William D. Slider Middle will provide training to all staff and students in emergency procedures and drills.	2.4	Safety Coordinator, Administrators, SRO, and Teachers	Emergency Drills			
	Funding Sources: 211 - Title I, Part A - 300.00					
= 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, William D. Slider Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Emergency drills documentation; Campus surveys reflect students and staff feel their school is a safe environment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School classrooms will be equipped with Safety Procedures Folders containing all emergency procedures drills, student rosters, and appropriate supplies.	2.4	Safety Coordinator and Teachers	Students, teachers, and staff will be aware and knowledgeable of emergency procedures.			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) William D. Slider Middle students and staff will wear ID Badges or have in their possession personal ID Badges for all school activities.	2.4	Administration and Teachers	Safer environment and decrease in discipline.			
	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 3: For the 2018-2019 school year, the number of bullying-related incidents reported at William D. Slider Middle School will decrease by 50%.

Evaluation Data Source(s) 3: End-of-year Olweus Anti-bullying Prevention Program surveys and Discipline and Counselor Referrals; By May 2019, Slider Middle's disciplinary incidents will have minimized.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will implement The Master Teacher/ SEL Team Prevention Program to lower the incidence of bullying. We will create an SEL Team of teachers that will be highly competent on the delivery of the lessons and communicate concerns to counselors/administration.	2.4, 2.6	Administrators, Teachers, Counselors, and Staff	Reduced amount of bullying incidents.			
2) William D. Slider Middle will implement comprehensive intervention plans for each "at-risk" student by incorporating Master Teacher / Anti-Bullying awareness and utilizing School Resource Officer's (SRO)/Security Officer social and personal safety awareness presentations.	2.4, 2.6	Administration, Counselors, Teachers, Security Officer and SRO	Decrease of Incident Reports			
Funding Sources: 211 - Title I, Part A - 300.00						
= 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 4: For the 2018-2019 school year, the total number of disciplinary incidents at William D. Slider Middle School will decrease by 10% from 100 in 2017-2018 to 90 in 2018-2019.

Evaluation Data Source(s) 4: End of year discipline referrals and counselor and teacher redirection documentation; Decrease number of disciplinary office referrals.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will engage students in positive behavior/ character development teams and mentoring programs (PALS).	2.4, 2.6	Counselors, SRO, and Teachers	Reduced disciplinary incidents.			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) William D. Slider Middle students are closely monitored throughout the day, especially before school, lunch periods, transition between class periods, and after school.	2.4, 2.6	Administration, SRO, Security Officer, Counselors Monitors, and Teachers	Reduced disciplinary incidents.			
	Funding Sources: 211 - Title I, Part A - 100.00					
= 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 William D. Slider Middle School students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 1: By May 2019, students common assessments, benchmark, and state scores will have increased by 3% in all core areas; Overall increase in academic student performance (grades and state assessments).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Targeted Support Strategy 1) William D. Slider Middle School will provide scientifically research-based supplemental resources, equipment and materials for instruction and/or intervention in the entire core curriculum. Comply with reading Response to Intervention (RTI) requirements for all grade levels and develop comprehensive plans for at-risk students.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Leadership Team, and Teachers	Student Scores on Nine Weeks Assessments, Daily Work, and Homework.			
Funding Sources: 211 - Title I, Part A - 15000.00						
<p>Comprehensive Support Strategy PBMAS 2) William D. Slider Middle School will provide ongoing opportunities for teachers to participate in professional development as prescribed by SISD to specifically address the academic needs of our Special Education population.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches, and Teachers	Increase in student scores.			
Funding Sources: 211 - Title I, Part A - 400.00						

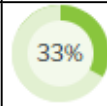
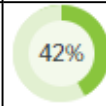
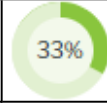
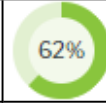
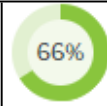
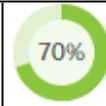
Comprehensive Support Strategy PBMAS 3) William D. Slider Middle School will provide instructional aides to support specialized student learning needs in the classroom and provide accelerated instruction opportunities during school. They will be used to specifically address the academic needs of our Special Education, ELL, and At-Risk population.	2.4, 2.5, 2.6	Administration	Increase in student scores			
	Funding Sources: 211 - Title I, Part A - 7200.00					
4) William D. Slider Middle School will provide instructional training in AVID to support specialized student learning needs in the classroom and provide accelerated instruction opportunities before, during, and/or after school.	2.4, 2.5, 2.6	Administration, Instructional Coach, and Teachers	Increase in student scores.			
	Funding Sources: 211 - Title I, Part A - 200.00					
5) William D. Slider Middle School will provide AVID Tutors to support specialized student learning needs in the classroom and provide accelerated instruction opportunities before, during, or after school.	2.4, 2.5, 2.6	Administration, AVID Coordinator	Increase in student scores			
	Funding Sources: 211 - Title I, Part A - 21000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						


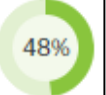



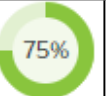



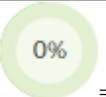

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: William D. Slider MS will increase the number of students for the 2018-2019 school year who are satisfactorily passing the 6th, 7th, and 8th grade Math standards by 3+% as measured by the STAAR examination, May 2019 from 86.9% in 2017-2018 to 90% in 2018-2019. Special Ed. and LEP subgroups will be monitored throughout the year for academic growth and will achieve no less than a 60% passing rate as a group in all state assessments and 50+% in each reporting category.

Evaluation Data Source(s) 2: By May 2019, student STAAR Math scores will increase by 3+%; By May 2019, students' scores will show growth in grades and STAAR assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will incorporate TEKS Resource System curriculum strategies in grades 6 through 8 in order to ensure vertical and horizontal alignment.	2.4, 2.6	Administrators, Instructional Coaches, Leadership Team, and Teachers	Student scores on three, six, and nine weeks assessments and daily work and homework			
Funding Sources: 211 - Title I, Part A - 800.00						
Comprehensive Support Strategy PBMAS 2) William D. Slider Middle School will provide professional staff development and resources to aid in the implementation of research-based and data driven teaching models: Reading Intervention Program, Technology, Power Planning, Inclusion, Positive Behavior Support, Classroom Modeling, Classroom Management, ACT, SIOP, Vertical and Horizontal Alignment, content area specific, and data analysis.	2.4, 2.6	Administration, Instructional Coaches, and Teachers	STAAR scores, 3-9 weeks assessments and daily/homework			
Funding Sources: 211 - Title I, Part A - 500.00						
3) William D. Slider Middle School will utilize technology software, equipment and wireless internet access to provide opportunities for academic support for college and career readiness of students (Computers, flash drives, TI-73 Graphing Calculators, Measuring Up, iPad II, Reading Pen 2, and Nooks)	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers, and Technology Rep	ACT and State Reports			
Funding Sources: 211 - Title I, Part A - 25000.00						

<p>PBMAS</p> <p>4) William D. Slider Middle School will implement comprehensive Math intervention plans and utilize support resources that will improve all students' academic success. rigor and research based intelligence instructional strategies such as: Measure Up; STAAR Master; Curriculum Associates Assessment aides, MUL 2.0 Insight Item Bank</p>	2.4, 2.5, 2.6	Math Teachers and Instructional Coaches	Student scores on three, six, and nine weeks assessments and daily work and homework.			
	<p>Funding Sources: 211 - Title I, Part A - 10750.00</p>					
<p>Comprehensive Support Strategy</p> <p>5) William D. Slider Middle will provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/summer school, Saturday, and after school.</p>	2.4, 2.5, 2.6	Leadership Team and Teachers	Increased student achievement in 3-9 weeks assessments and STAAR scores			
	<p>Funding Sources: 211 - Title I, Part A - 4000.00</p>					
<p>6) William D. Slider Middle School Algebra students will be provided with after school and/or Saturday tutorials to achieve student success in Algebra 1 EOC</p>	2.4, 2.5, 2.6	Algebra Teachers and Instructional Coaches	100% passing rate and increased Mastery level rates			
	<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>					
<p>7) William D. Slider Middle School math teachers will plan vertically and horizontally, during department/team meetings to ensure curriculum alignment and enhance classroom instruction thereby increasing the content and pedagogical level of all math teachers; ultimately increasing student scores.</p>	2.4, 2.6	Math Teachers and Instructional Coaches	Increase in student grades and assessments			
	<p>Funding Sources: 211 - Title I, Part A - 200.00</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 3: William D. Slider MS will increase the number of students for the 2018-2019 school year who are satisfactorily passing the 6th, 7th, and 8th grade Reading standards by 3+% as measured by the STAAR examination, May 2018 from 79.4% in 2017-2018 to 85% in 2018-2019. Special Ed. and LEP subgroups will be monitored throughout the year for academic growth and will achieve no less than a 60% passing rate as a group in all state assessments and 50+% in each reporting category.

Evaluation Data Source(s) 3: By May 2019, student STAAR Reading scores will increase by 3+%; By May 2019, students' scores will show growth in grades and STAAR assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will utilize formal/informal reading programs as to identify reading zones and encourage reading for struggling readers as identified by STAAR scores in grades 6th through 8th.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Librarian, and Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
	Funding Sources: 211 - Title I, Part A - 4000.00					
2) William D. Slider Middle School will acquire literature collections and vocabulary support texts based on best practices to target the specific needs of "at-risk", struggling readers, and special needs learners in grade level reading competencies.	2.4, 2.5, 2.6	Teachers and Librarian	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
Comprehensive Support Strategy PBMAS 3) William D. Slider Middle School will utilize tutoring programs after school, select Saturdays, and during intersession and summer breaks for targeted skill intervention for struggling readers as identified by various assessment sources in grades 6th through 8th.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
	Funding Sources: 211 - Title I, Part A - 5000.00					
4) William D. Slider Middle School will utilize Cornell notes and use of Interactive Student Notebooks for all content areas to enhance literacy across the curriculum.	2.4, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			

<p>PBMAS</p> <p>5) Conduct 3,6, and 9 weeks common assessments, followed by Department/Grade level Data talks, with a focus on Special Ed. and ELL students, to spiral concepts/content of concern based on data findings.</p>	<p>2.4, 2.6</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.</p>			
<p>6) William D. Slider Middle School will utilize joint Reading passages of Social Studies and Science content in ELAR classes</p>	<p>2.4, 2.6</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.</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 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: William D. Slider MS will increase the number of students for the 2018-2019 school year who are mastering the 8th grade Science standards by 3+% as measured by the STAAR examination, May 2019 from 84% in 2017-2018 to 88% in 2018-2019. Special Ed. and LEP subgroups will be monitored throughout the year for academic growth and will achieve no less than a 60% passing rate as a group in all state assessments and 50+% in each reporting category.

Evaluation Data Source(s) 4: By May 2019, student STAAR Science scores will have increased by 3+%; By May 2019, students' scores will show growth in grades and STAAR assessments.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle will provide Science assessment models and equipment listed for the STAAR.	2.4, 2.5, 2.6	Administrators, Instructional Coaches, and Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
Funding Sources: 211 - Title I, Part A - 200.00						
Comprehensive Support Strategy 2) William D. Slider Middle School will implement comprehensive Science intervention plans and utilize support resources that will improve all students' academic success. RIGOR and research based intelligence instructional strategies such as: Measure Up; STAAR Master; Curriculum Associates Assessment aides.	2.4, 2.6	Instructional Coaches, Leadership Team, and Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
Funding Sources: 211 - Title I, Part A - 5000.00						
= 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: William D. Slider MS will increase the number of students for the 2018-2019 school year who are satisfactorily passing the 8th grade Social Studies standards by 3+% as measured by the STAAR examination, May 2019 from 93% in 2017-2018 to 96% in 2018-2019. Special Ed. and LEP subgroups will be monitored throughout the year for academic growth and will achieve no less than a 60% passing rate as a group in all state assessments and 50+% in each reporting category.

Evaluation Data Source(s) 5: By May 2019, students STAAR Social Studies scores will have increased by 3+%; By May 2018, students' scores will show growth in grades and STAAR assessments.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will implement Social Studies assessment resource models and provide related projects for all students.	2.4, 2.5, 2.6	Administration, Instructional Coaches, and Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
Funding Sources: 211 - Title I, Part A - 200.00						
2) William D. Slider Middle School ELAR Department will support Social Studies Department by utilizing historical fiction/non-fiction research in ELAR curriculum.	2.4, 2.5, 2.6	Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
Funding Sources: 211 - Title I, Part A - 200.00						
Comprehensive Support Strategy PBMS 3) William D. Slider Middle School will utilize tutoring programs after school, select Saturdays, and during intersession and summer breaks for targeted skill intervention for struggling readers as identified by various assessment sources in 8th grade.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
Funding Sources: 211 - Title I, Part A - 4000.00						
4) William D. Slider Middle School will utilize Cornell notes and use of Interactive Student Notebooks for all content areas to enhance deeper understanding of the Social Studies curriculum.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
5) Conduct 3,6, and 9 weeks common assessments, followed by Department/Grade level Data talks, with a focus on Special Ed. and ELL students, to spiral concepts/content of concern based on data findings.	2.4, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			

6) William D. Slider Middle School will utilize joint Reading passages of Social Studies content in ELAR classes.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
7) William D. Slider Middle School will utilize Annotated Timelines using AVID strategies to prompt deeper comprehension of Social Studies Curriculum.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on STAAR tests, 3-9 weeks assessments, daily work, and homework.			
<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 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018-2019 school year, no less than 50% of William D. Slider Middle School students in grades 6th(33%), 7th(34%), 8th(44%) will show progress of at least one proficiency level on their TELPAS scores from the previous year.

Evaluation Data Source(s) 6: By May 2019, TELPAS scores will have increased by 10+% on students who progressed one proficiency level from the previous year; By May 2019, students' scores will show growth in grades and STAAR assessments.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy PBMAS 1) William D. Slider will provide ongoing SIOP professional development to teachers to build Listening, Speaking, Writing, and Reading skills.	2.4, 2.6	Administration, Instructional Coaches, Teachers	Improvement on students' scores on TELPAS, STAAR tests, 3-9 weeks assessments, daily work, and homework.			
	Funding Sources: 211 - Title I, Part A - 200.00					
Comprehensive Support Strategy 2) William D. Slider will provide teacher training on data disaggregation on TELPAS scores to bring awareness to the language proficiency levels of their ELL sub-groups and best practices to support second language acquisition.	2.4, 2.6	Administration, Instructional Coaches, Teachers, Instructional Officer	Improvement on students' scores on TELPAS, STAAR tests, 3-9 weeks assessments, daily work, and homework.			
	Funding Sources: 211 - Title I, Part A - 200.00					
= 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 career ready.

Performance Objective 1: For the 2018-2019 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by TTESS, walkthroughs, etc.) will increase by 50%.

Evaluation Data Source(s) 1: Increased references to T-TESS domains/dimensions--leads to increased scores in student academic achievement; Increase in student academic performance, grades and STAAR scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) William D. Slider Middle School will provide purposeful staff development opportunities on best practices for effective instruction of high need; at-risk, and Special population students that focuses on rigor and improvement of students' retention of instruction in all core academic areas.	2.4, 2.5, 2.6	Administration and Instructional Coaches	Sign-in Sheets, Agendas, and Reports			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) William D. Slider Middle School instructional staff will conduct TEKS Analysis to evaluate changes in activities and strategies to include Best Practices and Exemplary Lessons in the curriculum as needed per test results.	2.4, 2.6	Teachers, Instructional Coaches, and Administration	Increase in student academic performance.			
	Funding Sources: 211 - Title I, Part A - 200.00					
= 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 career ready.

Performance Objective 2: For the 2018-2019 school year, William D. Slider Middle will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Agendas, Sign-in Sheets, Minutes, and Campus Staffing formula.

Summative Evaluation 2:

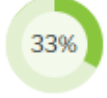



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) William D. Slider Middle School will utilize District Human Resources Department to successfully perform staffing, duties, trainings, and assist in the management of people, to meet needs and interests of the District and staff by applying campus staffing formulas according to state guidelines and district policy to maximize staffing efficiency; and provide an efficient screening process to ensure compliance in hiring "Highly Qualified" applicants 2) William D. Slider Middle will disseminate information concerning summer training for all new teachers.	2.4	Administration	Professional Development Sign-in Sheets and Higher Education Classes taken by teachers			
	2.4	Administration and Instructional Coaches	Mentor reports and sign-in sheets for team building time.			
Funding Sources: 211 - Title I, Part A - 50.00						
= Accomplished = No Progress = Discontinue						




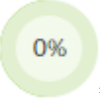

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2018-2019 school year, William D. Slider Middle will increase the number of professional development opportunities offered to employees by 10% as compared to the 2017-2018 school year to include Energy Bus book studies completed at the end of 1st-3rd quarters.

Evaluation Data Source(s) 3: Sign-in Sheets, Certificates, Agenda and Minutes.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will provide Instructional training in AVID to support specialized student learning needs in the classroom and provide accelerated instruction opportunities before, during, or after school.	2.4, 2.5, 2.6	Administration and Instructional Coaches	Increased academic achievement			
2) William D. Slider Middle School will provide staff development required to ensure full implementation and compliance with local, state, and federal personnel laws and district policies and procedures.	2.4	Administration	Sign-in Sheets, Certificates, and Agendas.			
Funding Sources: 211 - Title I, Part A - 200.00						





<p>3) William D. Slider Middle School will promote and support College and Career Readiness including the incorporation of the State of Texas College and Career Readiness Standards.</p>	<p>2.4, 2.6</p>	<p>Instructional Coaches, Counselors, Administration, and Teachers</p>	<p>Increase of awareness of college and career readiness for all students, especially 8th Grade students.</p>			
<p>Funding Sources: 211 - Title I, Part A - 200.00</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>						

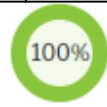
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2018-2019 school year, William D. Slider Middle will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

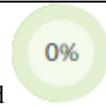
Evaluation Data Source(s) 4: Increased STAAR scores; Increase student academic performance, grades, and STAAR scores.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will provide professional staff development and resources for all core areas to include instructional strategies and integration of technology in preparation for STAAR Readiness in all grade levels, to include books such as The Fundamental 5, the Pre-Referral Intervention Manual.	2.4, 2.5, 2.6	Administration, Instructional Coaches, and Leadership Teams	Improved student scores (progress reports, report cards, benchmark results).			
2) William D. Slider Middle School will provide professional staff development opportunities to teachers, staff and administration to include trainings such as Social/Emotional Learning, SIOP, ELPS, TELPAS, ESL strategies and second language acquisition.	2.4, 2.5, 2.6	Administration, Instructional Coaches, C & I DSC Staff, and ESC Region 19	Lesson Planning and Curriculum Delivery			
Funding Sources: 211 - Title I, Part A - 3500.00						



= 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 career ready.

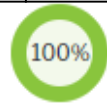
Performance Objective 5: During the 2018-2019 school year, the number of teachers at William D. Slider Middle School trained in SIOP/Bilingual Education, English as a Second Language, and/or Special Education best practices will increase by at least 10% due to ongoing professional development at both the campus and district level.

Evaluation Data Source(s) 5: Student Performance will increase on state assessment scores; Increase in student academic performance, grades, assessments, and STAAR scores.

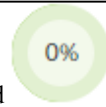
Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy 1) William D. Slider Middle School will provide trainings and support of English Language Proficiency Standards (ELPS) for all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.</p>	2.4, 2.5, 2.6	Administration	Increased Student Performance			
<p>Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 1000.00</p>						

<p>Comprehensive Support Strategy</p> <p>2) William D. Slider Middle School will provide Inclusion staff with Inclusion training to better serve the needs of all special education students. Inclusion teachers will attend staff development in the area of their own needs.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Coaches, Special ED Dept. Chair</p>	<p>Improved student academic performance.</p>			
<p>Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 1000.00</p>						
<p>PBMAS</p> <p>3) William D. Slider Middle School will provide professional staff development opportunities to teachers, staff and administration to include trainings such as SIOP, ELPS, TELPAS, ESL strategies and second language acquisition.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Coaches, C & I DSC Staff, and ESC Region 19</p>	<p>Lesson Planning and Curriculum Delivery</p>			
<p>Funding Sources: 211 - Title I, Part A - 200.00</p>						



= Accomplished



= No Progress







= Discontinue

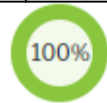
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: By the end of the 2018-2019 school year, 100% of William D. Slider Middle School teachers will be familiar with the requirements of House Bill 5.

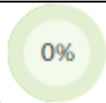
Evaluation Data Source(s) 6: By May 2019, students will have sufficient information to select an academic endorsement pathway and will be academically prepared to successfully master End-of-Course exams; Number of student endorsement packets completed and submitted to the high school.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will provide teachers with sufficient information on the state assessment requirements of House Bill 5.	2.4, 2.6, 3.2	Administration, Counselors, and Instructional Coaches	Teachers communicate to students state assessment requirements for graduation plans			
	Funding Sources: 211 - Title I, Part A - 200.00					
2) William D. Slider Middle School will provide opportunities for students to review House Bill 5's graduation requirements and explore the 5 Endorsement opportunities: Arts and Humanities; Business and Industry; Multi-Disciplinary; Public Services; and S.T.E.M as well as their Pathways (areas of study under the Endorsement) and Certifications (example: Cosmetology--state license).	2.4, 2.6, 3.2	Administration, Counselors, and Teachers	Students researching and completing HB5 Endorsement Packets.			
	Funding Sources: 211 - Title I, Part A - 200.00					



= Accomplished



= No Progress




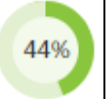
= Discontinue








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 career ready.

Performance Objective 7: By the end of May 2019, William D. Slider Middle School will develop and implement a College and Career Ready Strategic Plan.

Evaluation Data Source(s) 7: By May 2019, STAAR scores will increase by 3+%; Advance Course completion reports; AP Spanish reports; and ACT reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will implement comprehensive reading intervention plans, writing fluency, and develop strategies that will help all students be successful academically using rigor and scientifically research based instructional strategies (Measure Up, STAAR Master, Instructional Rounds, eBook Read 180, as well as the purchased library books that align to best practices Reading strategies and meet needs of at-risk students.	2.4, 2.5, 2.6	Administration, Instructional Coaches, and Teachers	Basic understanding through one-to-one and group practices and observations; rigor in reading comprehension through classroom discussions; rigor in hands-on math activities.			


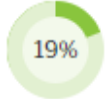

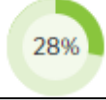
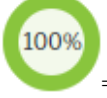
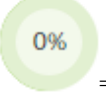

<p>2) William D. Slider Middle School will facilitate comprehensive reading intervention plans, writing fluency, and develop thinking strategies that will help all students be successful academically by upgrading library computers to facilitate research and literacy strategies and meet needs of at-risk students in college readiness.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Coaches, and Librarian</p>	<p>Improved success in students writing work in content classes, increase in grade average in all core content classes.</p>			
<p>Funding Sources: 211 - Title I, Part A - 4500.00</p>						
<p>3) By Spring 2019, William D. Slider Middle School students who were promoted will be prepared for high school in college/career readiness with the skills to be successful in a global economy. (ACT Activities, ACT Exam, AP Spanish Language, and Parent Workshops.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Coaches, Counselors, and Teachers</p>	<p>Preparation Activities and Schedules.</p>			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 1: During the 2018-2019 school year, William D. Slider Middle will increase the number of collaborative educational involvement activities and events for parents and community members by 25% as compared to the 2017-2018 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Total Participation on Sign-in Sheets and Agendas; Increase of parental participation and volunteers (rosters, reports).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle will work with district to identify and provide funding for parents and community members to attend conferences and workshops and provide parents state mandated educational opportunities.	3.1, 3.2	Administration and Parent & Family Engagement Liaison	Sign-in Sheets; Number of Participants; and Survey results.			
	Funding Sources: 211 - Title I, Part A - 100.00					
2) William D. Slider Middle School will host Parent Workshop Sessions (materials, supplies, & refreshments) that will align with campus and district academic goals, social issues and focus of increasing parent engagement.	3.1, 3.2	Administration and Parent & Family Engagement Liaison	Number of parents participating			
	Funding Sources: 211 - Title I, Part A - 500.00					
 = 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 2: For the 2018-2019 school year, William D. Slider Middle will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 25%.

Evaluation Data Source(s) 2: Complete communication plan by November 2018; STAAR performance, EOC scores, increased student achievement

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will participate in a School Improvement Team (SIT) committee made up of campus representatives, parents and community members to ensure the academic success and overall safety of all students.	3.1, 3.2	Administration, Counselors, Parent Liaison, and Teachers	Agendas and Sign-in Sheets.			
2) William D. Slider Middle will provide real time communication between home and school to ensure that all student work is completed and the partnership between home and teacher is strengthened through the use of internet database communication systems (Tyler Student 360 and SISD mobile app).	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Parent & Family Engagement Liaison and Teachers	Reduction in numbers of zeros issued for missing assignments.			
= 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 3: By the end of the 2018-2019 school year, William D. Slider Middle will increase, by 25% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Parent Sign-in Sheets and Minutes; Increased number of Partners in Education and partnership activities.

Summative Evaluation 3:




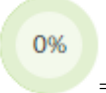

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will provide meetings, workshops, and trainings to strengthen our Parent Volunteer, Partners in Education, and Parent Liaison Programs.	3.1, 3.2	Administration, Counselors, Parent & Engagement Liaison, and Teachers	Number in Attendance; Number of Conferences held; and number of Surveys distributed.			
 = 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 4: For the 2018-2019 school year, William D. Slider Middle will have a minimum of two customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Copy of Survey and Number of Surveys returned; Survey results.

Summative Evaluation 4:


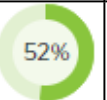
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will provide presentations/trainings to staff on Parent/Community Customer Service.		Administration and Counselors	Number in Attendance; Number of Conferences held; and number of Surveys distributed			
Funding Sources: 211 - Title I, Part A - 100.00						
 = Accomplished  = No Progress  = Discontinue						

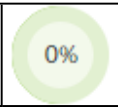
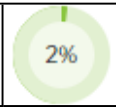



Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: During the 2018-2019 school year, 100% of William D. Slider Middle teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 1: Increased student assessments and STAAR scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) William D. Slider Middle School will provide targeted assistance, supplemental support, and intervention for all students to increase student passing rates in all content areas.</p>	2.4, 2.5, 2.6	Teachers, Instructional Coaches, and Instructional Aides	Lesson Plans, Walkthroughs, evaluations, and Instructional Rounds.			
	<p>Funding Sources: 211 - Title I, Part A - 500.00</p>					

<p>2) William D. Slider Middle will utilize Compass Learning software program for all core subjects in grades 6th through 8th as an intervention to improve math, reading and writing skills in all subjects and teachers will utilize the latest educational technology available in the classroom.</p> <p>Students will utilize Compass Learning which will provide students with an engaging, challenging, and high DOK curriculum to support rigor and student achievement through use of this technology.</p>	<p>2.4, 2.5, 2.6</p>	<p>Instructional Coaches, Leadership Teams, and Teachers</p>	<p>Number of students which showed growth from pre to post test.</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 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, William D. Slider Middle administrators will increase, by 50%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 2: Agenda, sign-in sheets, minutes; Improved benchmark data talk results and state assessment data disaggregation results; By May 2019, Slider Middle will have met student performance requirements.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) William D. Slider Middle School will provide professional staff development and resources which includes interactive workshops, online activities, mentoring, coaching, classroom observations, modeling lessons, etc. that results in professional growth and increased student achievements.	2.4, 2.6	Administration and Instructional Coaches	Increased student performance and appropriate scheduling of English Language Learners (ELL) and Special Education students.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) William D. Slider Middle will develop authentic student engagement strategies for all students and subgroups in the areas of Literacy across the curriculum through professional development.	2.4, 2.5, 2.6	Administration, Instructional Coaches, and Teachers	Staff Development Sign-in Sheets, focused walkthroughs documentation, Focus Team Agendas and Minutes and progress reports, lesson plans, artifacts of literacy activities posted in and out of classroom.			
<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>						

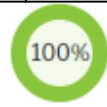
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2018-2019 school year, William D. Slider Middle administrators will schedule at least two data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

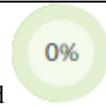
Evaluation Data Source(s) 3: Agenda, sign-in sheets, minutes; Increase in Student Academic Performance, grades, assessments, and STAAR scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School instructional leadership team will actively participate in collaborative sessions with district curriculum and instruction personnel to design professional staff development based on student data and teacher needs.	2.4, 2.6	Administration, Instructional Coaches, and Leadership Teams	Lesson Plans and increased student scores			
	Funding Sources: 211 - Title I, Part A - 200.00					
2) William D. Slider Middle School will provide opportunities for teachers, staff, and administration to meet with Curriculum and Instruction personnel to address areas of need in student achievement and curriculum planning, data analysis and intervention/enrichment process.	2.4, 2.6	Administration, Instructional Coaches, and Leadership Teams	Lesson Planning and Curriculum Delivery			
	Funding Sources: 211 - Title I, Part A - 200.00					



= Accomplished



= No Progress






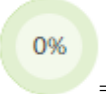

= Discontinue

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 4: During the 2018-2019 school year, William D. Slider Middle personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 25% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 4: Agenda, sign-in sheets, minutes; Overall increase in students academic achievement; Increased Parental and student awareness and accountability--numbers participating.

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle School will hold monthly School Improvement Team (SIT) meetings. Members will include administration, instructional coaches, counselors, nurse, leadership teams, departments and elective teachers, parents, community members. Discussion topics include instructional/academic initiatives, issues and timelines, with the intent of fostering awareness and collaboration to ensure the academic and behavior success of all students.	2.4	Administration, Instructional Coaches, Counselors, Teachers, Parents, and Community Members	Increased parental and community participation in academic planning.			
	<p>Funding Sources: 211 - Title I, Part A - 100.00</p>					
<p>  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 5: For the 2018-2019 school year, the attendance rate for all students at William D. Slider Middle School will increase by 1% over the attendance rate of the previous year.

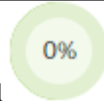
Evaluation Data Source(s) 5: Year End Attendance Reports and Student/Parent Attendance Conferences documentation and AEIS Report and District Attendance Report.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle will ensure that all students and parents receive written information on State Attendance requirements, especially at the beginning of the school year and are reminded on a regular basis.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators, Staff, and Teachers	Student Daily Attendance Reports and Monthly Meeting Sign-ins and Agendas			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) William D. Slider Middle will provide incentives for attendance (Make It Count--Attend School Every Day). Each nine weeks, the attendance will be monitored and reviewed by administration and counselors. Counselors and At-Risk Aide will work with students who are absent frequently by placing phone calls, etc.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Attendance Clerk, Counselors, Teachers, and At-Risk Aide	Better attendance will offer students with opportunities for improved grades and will ensure students meet the district and state requirements for attendance.			
	Funding Sources: 211 - Title I, Part A - 1000.00					



= Accomplished



= No Progress







= Discontinue

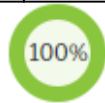
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: By Spring 2019, the percentage of interventions documented by teachers at William D. Slider Middle School for appropriate academic support will increase by 10% over the 2017-2018 school year.

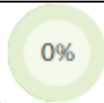
Evaluation Data Source(s) 6: Campus OLWEUS Survey and Counselor & Teacher Documentation and increase in student academic achievement (grades, assessments, STAAR results).

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) William D. Slider Middle teachers will implement our district-wide OLWEUS Anti-Bullying Program, Connecting with Kids and be proactive in providing appropriate student interventions.	2.4, 2.6	Teachers	Presentations and Lessons			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) William D. Slider Middle teachers will utilize Eduphoria to monitor and document student progress with assessment data.	2.4, 2.6	Administration, Teachers and Instructional Coaches	Online documentation of common assessments, benchmarks scores and academic concerns. Response to Intervention initiatives.			
	Funding Sources: 211 - Title I, Part A - 200.00					



= Accomplished



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	William D. Slider Middle School will provide scientifically research-based supplemental resources, equipment and materials for instruction and/or intervention in the entire core curriculum. Comply with reading Response to Intervention (RTI) requirements for all grade levels and develop comprehensive plans for at-risk students.
2	1	2	William D. Slider Middle School will provide ongoing opportunities for teachers to participate in professional staff development as prescribed by SISD to specifically address the academic needs of our Special Education population.
2	1	3	William D. Slider Middle School will provide instructional aides to support specialized student learning needs in the classroom and provide accelerated instruction opportunities during school. They will be used to specifically address the academic needs of our Special Education, ELL, and At-Risk population.
2	2	2	William D. Slider Middle School will provide professional staff development and resources to aid in the implementation of research-based and data driven teaching models: Reading Intervention Program, Technology, Power Planning, Inclusion, Positive Behavior Support, Classroom Modeling, Classroom Management, ACT, SIOP, Vertical and Horizontal Alignment, content area specific, and data analysis.
2	2	5	William D. Slider Middle will provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/summer school, Saturday, and after school.
2	3	3	William D. Slider Middle School will utilize tutoring programs after school, select Saturdays, and during intersession and summer breaks for targeted skill intervention for struggling readers as identified by various assessment sources in grades 6th through 8th.
2	4	2	William D. Slider Middle School will implement comprehensive Science intervention plans and utilize support resources that will improve all students' academic success. RIGOR and research based intelligence instructional strategies such as: Measure Up; STAAR Master: Curriculum Associates Assessment aides.
2	5	3	William D. Slider Middle School will utilize tutoring programs after school, select Saturdays, and during intersession and summer breaks for targeted skill intervention for struggling readers as identified by various assessment sources in 8th grade.
2	6	1	William D. Slider will provide ongoing SIOP professional development to teachers to build Listening, Speaking, Writing, and Reading skills.
2	6	2	William D. Slider will provide teacher training on data disaggregation on TELPAS scores to bring awareness to the language proficiency levels of their ELL sub-groups and best practices to support second language acquisition.
3	5	1	William D. Slider Middle School will provide trainings and support of English Language Proficiency Standards (ELPS) for all content teachers to increase overall student passing rates for ELL's served, denials, and exited students.

Goal	Objective	Strategy	Description
3	5	2	William D. Slider Middle School will provide Inclusion staff with Inclusion training to better serve the needs of all special education students. Inclusion teachers will attend staff development in the area of their own needs.

State Compensatory

Budget for William D. Slider Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.043.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$10,508.00
199.11.6118.00.043.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$22,095.00
199.11.6119.00.043.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,602.00
199.11.6119.00.043.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$98,021.00
199.11.6129.00.043.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$18,362.00
199.12.6129.00.043.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,274.00
199.11.6141.00.043.7.30.0.00.	6141 Social Security/Medicare	\$1,831.00
199.11.6141.00.043.7.30.8.00.	6141 Social Security/Medicare	\$1,492.00
199.12.6141.00.043.7.30.0.00.	6141 Social Security/Medicare	\$120.00
199.11.6142.00.043.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.043.7.30.8.00.	6142 Group Health and Life Insurance	\$13,308.00
199.12.6142.00.043.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.043.7.30.0.00.	6143 Workers' Compensation	\$558.00
199.11.6143.00.043.7.30.8.00.	6143 Workers' Compensation	\$455.00
199.12.6143.00.043.7.30.0.00.	6143 Workers' Compensation	\$36.00
199.12.6146.00.043.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$45.00
199.11.6146.00.043.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,536.00
199.11.6146.00.043.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$2,294.00
199.11.6146.00.043.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$468.00
199.11.6149.00.043.7.30.0.00.	6149 Employee Benefits	\$4,708.00
199.11.6149.00.043.7.30.8.00.	6149 Employee Benefits	\$1,487.00

199.11.6149.00.043.7.30.9.00.	6149 Employee Benefits	\$531.00
199.12.6149.00.043.7.30.0.00.	6149 Employee Benefits	\$124.00
6100 Subtotal:		\$324,029.00

Personnel for William D. Slider Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denalda Jones	SCEI Coach	SCE	1
Elizabeth Avila	At-Risk Instructional Aide	SCE	1
Jacqueline Ramsey	CSR Teacher	SCE	1
Janet Carrillo	SCEI Coach	SCE	1
Priscilla Rojas	Library Aide	SCE	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Destanee Cruz	College Tutor	Title I	1
Sophia Benavidez	College Tutor	Title I	1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	2			\$300.00
1	2	1			\$500.00
1	2	2			\$500.00
1	3	2			\$300.00
1	4	1			\$500.00
1	4	2			\$100.00
2	1	1			\$15,000.00
2	1	2			\$400.00
2	1	3			\$7,200.00
2	1	4			\$200.00
2	1	5	Pay for AVID Tutors		\$21,000.00
2	2	1			\$800.00
2	2	2			\$500.00
2	2	3			\$25,000.00
2	2	4			\$10,000.00
2	2	4			\$750.00
2	2	5			\$4,000.00
2	2	6			\$1,000.00
2	2	7			\$200.00
2	3	1			\$4,000.00
2	3	2			\$1,500.00
2	3	3			\$5,000.00
2	4	1			\$200.00

2	4	2			\$5,000.00
2	5	1			\$200.00
2	5	2			\$200.00
2	5	3			\$4,000.00
2	6	1			\$200.00
2	6	2			\$200.00
3	1	1			\$1,000.00
3	1	2			\$200.00
3	2	2			\$50.00
3	3	2			\$200.00
3	3	3			\$200.00
3	4	2			\$3,500.00
3	5	3			\$200.00
3	6	1			\$200.00
3	6	2			\$200.00
3	7	2			\$4,500.00
4	1	1			\$100.00
4	1	2			\$500.00
4	4	1			\$100.00
5	1	1			\$500.00
5	1	2			\$500.00
5	2	1			\$2,000.00
5	3	1			\$200.00
5	3	2			\$200.00
5	4	1			\$100.00
5	5	1			\$500.00
5	5	2			\$1,000.00
5	6	1			\$1,000.00

5	6	2			\$200.00
Sub-Total					\$126,400.00
263 - Title III, Part A (Eng. Lang. Acq.)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$1,000.00
3	5	2			\$1,000.00
Sub-Total					\$2,000.00
Grand Total					\$128,400.00