

**Socorro Independent School District
Capt. Walter E. Clarke Middle School
2018-2019 Campus Improvement Plan**

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

To provide a positive, structured environment that ensures all students will continue to pursue personal growth and academic success.

Vision

One synergetic team, One common goal, Student success...

Campus Motto:

"Capt. Walter E. Clarke Middle School is the Place Where the 'Best' get 'Better'!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Capt. Walter E. Clarke Middle School is one of 49 campuses in Socorro Independent School District. Capt. Walter E. Clarke opened its doors in 1993 and serves predominately middle-class families. For 2018 - 2019 Capt. Walter E. Clarke is projected to serve 910 students in grades 6th to 8th.

Capt. Walter E. Clarke Middle School students are:

- 95% Hispanic
- 81% Economically Disadvantaged
- 49% At Risk
- 18% English Language Learners
- 13% Receive Special Education Services
- 6% Gifted and Talented
- 2% Homeless

Capt. Walter E. Clarke Middle School Teachers:

- 74% Hispanic
- 19% White
- 73% Female
- 27% Male
- 80% Have six years of teaching or more
- 20% Have five year of teaching experience or less
- 29% Have a master's degree

These student demographics have not fluctuated much over the last 5 years. Our student enrollment numbers do fluctuate slightly, but in the coming years the student enrollment will increase, due to the district re-establishing new student enrollment boundaries to assist those SISD campuses that had declining student enrollment.

The overall daily average for the 2017-2018 school year in student daily attendance was 95.85%. At the campus level we had many different types of incentive plans for the students to be at school every day. We have held student accountability talks with those specific students that have been absent a lot during the school year. The average number of students per teacher is 17 students.

Demographics Strengths

The campus attendance rate has dropped slightly the last year, but it remains higher than the state average of 95.7%. The average years' experience of teachers on our campus is 13.2 years. Capt. Walter E. Clarke also offers CTE to all 8th graders through the Exploring Career / Connections class, we will continue CTE for the 2018 - 2019 school year by offering Gateway to Technology courses to some 7th and 8th grade students as an elective opportunity and offer Computer Science Course for a select number of students in our 6th, 7th and 8th grades respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Capt. Walter E. Clarke Middle School's Gifted and Talented population is 6%, which is lower than the state rate of 7.8%. **Root Cause:** Students are not correctly being identified or recommended for the gifted and talented test.

Problem Statement 2: Capt. Walter E. Clarke Middle School's Economically Disadvantaged population is 81%, which is higher than the state rate of 59%. **Root Cause:** Our school serves a community in which the income level is lower than the average for the area.

Student Academic Achievement

Student Academic Achievement Summary

The Capt. Walter E. Clarke Middle School Campus Improvement Committees were formed to look for areas of weaknesses and strengths with this data below:

Grade & Subject	STAAR 2016	STAAR 2017	STAAR 2018
6th Math	72%	86%	83%
6th Reading	62%	67%	71%
7th Math	71%	69%	80%
7th Reading	72%	74%	75%
7th Writing	66%	71%	76%
8th Math	91%	91%	93%
8th Reading	90%	86%	85%
8th Science	70%	78%	72%
8th Social Studies	64%	59%	53%
8th Algebra I EOC	100%	100%	100%

For the 2017 - 2018 school year we had some major gains in the tested areas, of 7th grade Math (+11%), 7th grade Writing (+5%), and 6th grade Reading (+4%) STAAR exams. But, after the Campus Instructional Leadership Team reviewed all of our campus data and was able to discuss our areas of need and our areas of growth... we were able to conclude that our overall instructional strategies / techniques within all the state tested subject areas that did not show improvement or maintain the level obtained from previous years was due to the fact our faculty / staff was not able to successfully connect with (or reach) those reluctant students. This failure to fully build those instructional relationships with our students, at 100% of the time, was the main reason for our shortfall in our attempt to reach or improve on our

projected SMART Goals that we set forth for ourselves as a campus... which is another component of why we will be implementing more Social Emotional Learning (SEL) in all classrooms this coming school year.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: I-Ready Data, STAAR/EOC, AP Exams, unit and common assessments, District Benchmark Data, attendance (students and staff), T-Tess (walk-throughs and observations), and Powerwalks. Although Capt. Walter E. Clarke Middle School predicts to have met all the indices related to the Texas State Accountability System we have some student sub-populations that continue to fall behind the general population in their overall assessments results both at the local (District) and the state level.

Student Academic Achievement Strengths

Capt. Walter E. Clarke Middle School did show state assessment gains within our 6th Grade Reading scores (+4%), 7th grade Math scores (+11%), 7th grade Reading (+3%), 7th grade Writing (+5%), and 8th grade Math (+2%), and maintained a 100% passing rate in 8th grade Algebra I EOC.

Capt. Walter E. Clarke Middle School has prided itself on revamping our Response to Intervention (RtI) process to identify and target the specific needs of our students. Our steps are:

1. Review all available data on each student.
2. Identify the specific needs of each student.
3. Provide each teacher with the necessary staff development, materials and support to provide quality instruction that is aligned to the rigor and specificity of each grade and content area standards.
4. Hold all teachers, adults, staff, students and community stakeholders accountable for meeting the growing demands of our accountability system.
5. Indicate progress for each student across the core content areas by using data, intervention and best practices.
6. Continue with constructive feedback from daily classroom walkthroughs and collaborative conversations with the classroom teachers in regard to their walkthrough data.
7. Have teachers understand the importance of collaborating with their peers and to best able to have those conversations about classroom strategies and "best practices strategies".

For the 2018 - 2019 school year, Capt. Walter Clarke Middle School will be implementing AVID for our 4th year. We will be continuing to advance the learning of the AVID program learning strategies that will give our "first generation" students the chance to be ready for college. The "Advancement Via Individual Determination" (AVID) program gives our students the opportunity to ready themselves for the rigor instruction at the next level and gives them the strategies needed to be organized for the future course work that will need extreme organization skills and plans.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: For 2017 - 2018, 21% of SPED and 41% of ELL students Met Satisfactory Performance in 6th grade reading STAAR compared to 71% of all students. CMS received a 42% STAAR Reading for indicator 1 for SPED, a 46.2 % pass rate on indicator 2 in Reading at approaches level in LEP. and a 50% pass rate on indicator 3 at approaches level in LEP not served. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. The inconsistency in the curriculum across the grade level content lacked designated meeting time and accountability as well as the effectiveness of intervention strategies.

Problem Statement 2: For 2018 - 2019, SPED student assessment results will increase 10 - 15 % points as compared to the previous school year. **Root Cause:** This increase will be directly related to the amount of differentiated instruction and SIOP strategies implemented within each classroom.

Problem Statement 3: For 2017 - 2018, 61% of SPED and 78% of ELL students Met Satisfactory Performance in 6th grade math STAAR compared to 83% of all students. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment

Problem Statement 4: For 2017 - 2018, 40% of SPED and 57% of ELL students Met Satisfactory Performance in 7th grade math STAAR compared to 78% of all students. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment.

Problem Statement 5: For 2017 - 2018, 23% of SPED and 46% of ELL students Met Satisfactory Performance in 7th grade reading STAAR compared to 75% of all students. CMS received a 42% STAAR Reading for indicator 1 for SPED, a 46.2 pass rate on indicator 2 in Reading at approaches level in LEP, and a 50% pass rate on indicator 3 at approaches level for LEP non-served. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. The inconsistency in the curriculum across the grade level content lacked designated meeting time and accountability as well as the effectiveness of intervention strategies.

Problem Statement 6: For 2017 - 2018, 20% of SPED and 38% of ELL students Met Satisfactory Performance in 7th grade writing STAAR compared to 76% of all students. At the approaches level, CMS received a 36% pass rate on indicator 1, a 0% pass rate on indicator 2 for SPED, a 41.5% pass rate on indicator 2 at approaches level in ELL and 20% pass rate on indicator 3 at approaches level in ELL not served. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. The inconsistency in the curriculum across the grade level content lacked designated meeting time and accountability.

Problem Statement 7: For 2017 - 2018, 68% of SPED and 80% of ELL students Met Satisfactory Performance in 8th grade math STAAR compared to 93% of all students. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment.

Problem Statement 8: For 2017 - 2018, 28% of SPED and 33% of ELL students Met Satisfactory Performance in 8th grade science STAAR compared to 72% of all students. CMS received a 34% pass rate on indicator 1 in science at approaches level in SPED, a 34.2% pass rate on indicator 2 at approaches level in ELL, and a 50% pass rate on indicator 3 at approaches level in ELL non-served. **Root Cause:** Additional staff development is needed for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. The curriculum was taught at a DOK level 1 and best practices were not emphasized to promote critical thinking and problem solving.

Problem Statement 9: For 2017 - 2018, 31% of SPED and 30% of ELL students Met Satisfactory Performance in 8th grade social studies STAAR compared to 53% of all students. For indicator 1, CMS received a 42.4% STAAR for SPED and a 53.5% STAAR for all students. Indicator 2, a 28.2% pass rate was received at approaches level for ELL, and a 50% pass rate for indicator 3 at approaches level for ELL non-served. **Root Cause:** More staff development for staff to become master teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. Curriculum was taught at a DOK level 1 and best practices were not emphasized to promote critical thinking and problem solving.

Problem Statement 10: For 2017 - 2018 39% of SPED and 44% of ELL students Met Satisfactory Performance in 8th grade reading STAAR compared to 85% of all students. CMS received a 42% STAAR Reading for indicator 1 for SPED, a 46.2% pass rate on indicator 2 in Reading at approaches level in LEP, and a 50% pass rate on indicator 3 at approaches level for LEP non-served. **Root Cause:** Additional staff development is needed for to develop teachers in differentiated instruction and social emotional learning to create rapport with students and achieve a conducive learning environment. The inconsistency in the curriculum across the grade level content lacked designated meeting time and accountability and well as the effectiveness of intervention strategies.

Problem Statement 11: CMS received a 47% pass rate for student success, student domain score for white sub population. **Root Cause:** The inconsistency of monitoring the progress of struggling students and the effectiveness of intervention strategies for this population.

Problem Statement 12: CMS received a 21% STAAR Alternate 2 participation rate on indicator 4 for SPED. **Root Cause:** CMSchool has two units on campus, PAAS and FLS. All students qualify to take the STAAR Alternate 2 assessment.

Problem Statement 13: Continuation of Problem #9. CMS received a 53.3 % pass rate on indicator 4 in social studies at approaches level in ELL year after exit. **Root Cause:** Continuation of Problem # 9. Curriculum was taught at a DOK Level 1 and best practices were not emphasized to promote critical thinking and problem solving..

School Processes & Programs

School Processes & Programs Summary

Campus Technology / Infra-structure Information:

Capt. Walter E. Clarke offers CTE to all 8th graders through the Exploring Career / Connections class and will continue CTE for the 2018 - 2019 school year by offering Gateway to Technology, to some 7th and 8th grade students as an elective opportunity. For the 2018 - 2019 school year we will also be continuing to offer a Computer Science Course that will be available for all interested 6th grade level students. At Clarke Middle School we will be continuing the WIN Academy, by adding a new 6th grade cohort while the current 6th grade WIN cohort will move up to the 7th grade as a cohort, and the current 7th grade cohort will move up to the 8th grade cohort. Which will be bring some very specific technology capabilities to these students and the other general students as well.

For our GT Program we will continue to implement GT funding sources to enhance our Gifted and Talented students' education to level of their individual needs. And will continue to inform our learning community of the work these students are doing by continuing to compete in the various community contests and showcases that are offered to these students.

Continue with the employment of our Library Aide that will work 50% of their workday with At-Risk students to include but not be limited to our ELL population. And to continue enrichment sessions with all students who might not be up to par in Reading and Math in all grade levels.

Highly Qualified Instructional Faculty and Staff:

Capt. Walter E. Clarke Middle School will ensure that is following all district guidelines as it pertains to employment of highly qualified faculty and staff. Clarke Middle School will adhere to:

The Capt. Walter E. Clarke Middle School administration will ensure that the proper amount of financial resources is available for tutoring buses, enrichment and tutoring salaries. Administration will ensure that faculty and staff members are available to ensure that our students show progress within their own academic learning. The campus administration will also allow for the proper amount of financial resources to purchase instructional supplies and reading materials to allow for 100% of all students to show progress within their own academic levels. The Campus Administration will be reviewing all technology infra-structure systems and equipment to ensure that all students have the necessary technology to assist them with their own academic learning levels.

Campus Faculty and Staff will continue to assess student data through various item analyses (attendance data, student coding of GT, SPED, ESL, and 504 students) and will continue to disaggregate data for all accountability populations that may affect the campus at the district, state, and federal levels. This goes under Processes and Programs

We will continue to fund various educational resources that will be used by our faculty and staff through the Library and be used by our students within the

library and / or be checked out through the library. These items will be but not limited to: audio resources, printed material resources, and on-line technological resources. This goes under Processes and Programs

Capt. Walter E. Clarke will continue with the campus-wide mentoring program where every (non-faculty member) is assigned 2 - 3 at-risk students to mentor throughout the 2018 -2019 school year to ensure that these select number of students have every capable opportunity to achieve their fullest academic potential.

School Processes & Programs Strengths

Technology Information:

Capt. Walter E. Clarke Middle School has been designated a continuing SISD District WIN Academy Campus during the 2018 - 2019 school year. This district initiative will allow our lower performing students within all their core academic areas to start to show improvement and begin to close their learning gaps with thin their past learning. The WIN initiative will also allow our lower struggling students the capabilities of using their own laptops and will allow our students a better understanding of the "blended learning" philosophy first-hand. In addition to having their own laptops to take home, if a student does not have internet access at home then each student will be issued a "hot-spot" that will allow every student Internet access away from the campus. This technology-forward concept will reduce the "excuse" of "I cannot get that done" attitude.

Highly Qualified Faculty and Staff:

At Capt. Walter E. Clarke Middle School, we pride ourselves on being up-to-date with all new and innovative strategies and concepts to allow our students to be able to better understand the concepts being taught in the classroom. This information is brought to our classrooms from our teachers going to staff development trainings and by attending professional development in their general area of study.

The campus administration will be continuing with the employment of 2 SCEI (State Comp Ed Instructional Specialists) to help mentor and instruct our teachers and students in best instructional practices and strategies. To also continue with the professional development needed to support and scaffold instruction to ensure overall student achievement and academic success.

To ensure our teachers with 0-1 years of experience have a mentor teacher that will help guide and lead our new teachers in the right direction toward best teaching practices and over all good instructional practices and strategies.

For the school year 2018 - 2019 we will be continuing to implement the AVID program learning strategies, campus-wide, that will allow our teachers to attend a professional development at the National level to bring proven instructional strategies to our classrooms for our students to be successful.

Strengths of Staff:

The teachers and staff will participate in professional development throughout the year and will participate in weekly department meetings to collaborate

with their colleagues, plan lessons, analyze data, and discuss student progress. Two SCEI coaches will assist teachers with support for lesson planning, data desegregation, classroom activities, and modeling the lesson as needed.

The Special Education department will be structured following the district implementation of the "Best Teaching Models" and providing students with the least restrictive learning environment. Additional training in the implementation of the PAS class, and the Stetson structure (Specialized Support, Coteaching) will be on-going. We will also need to focus and provide our staff with needed resources to assist students with appropriate interventions for instructional success and for expectations to assist with meeting the standard on STAAR assessments.

ESL instruction will follow the district implementation of the SIOP Model of Best Practices. A Temporary Instructional Aide (TIA) will work with the classroom teacher to provide additional support and small group/one-on-one instruction for ESL students.

College Board training will be offered through the UTEP Summer Institute for teachers teaching 7th and 8th grade Pre-AP content courses. Teachers will also can attend the district offered training provided in June.

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

Staff development will continue to focus on providing strategies to teachers that enhance depth and rigor by continuing the use of KAGAN cooperative learning strategies and SIOP Best Practices. Additional training opportunities for new teachers will be researched.

Campus Faculty and Staff will continue to assess student data through various item analysis (attendance data, student coding of GT, SPED, ESL, and 504 students) and will continue to disaggregate data for all accountability populations that may affect the campus at the district, state, and federal levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2017-2018 school year, meeting with teacher teams (grade level and department) for PLC's and RTI was not consistent, approximately every 2 weeks for 45 minutes during the 1st semester and once a week for 40 minutes during the 2nd semester. For the 2018-2019, Walter Clarke Middle School will be allocating time through the master schedule to allow for more consistency for these meeting. **Root Cause:** Time was not allotted in a consistent and structured manner.

Problem Statement 2: For the 2018 - 2019 school year most campus teachers need additional assistance in implementing technology within their delivery of their own content TEKS. During the 2018-2019 school year teachers will be given different staff developments on how to implement technology effectively in the classroom. **Root Cause:** Technology has been made available to the campus a a quicker pace than the appropriate staff development for the use of the technology in the classroom.

Perceptions

Perceptions Summary

Campus Name:

Capt. Walter E. Clarke Middle School

Campus Vision:

One synergetic team, One common goal, Student success...

Mission Statement:

To provide a positive, structured environment that ensures all students will continue to pursue personal growth and academic success.

At Capt. Walter E. Clarke Middle School our School-wide Title I program consists of parent involvement activities (Coffee with the Principal, Open House, Parent/Teacher Conferences, New Student Orientation Night, SSI Awareness Night, SISD Academic Endorsements Night, and College Readiness Night); extended day, Saturday School, and intersession for math, reading and writing, science, and social studies; professional development; Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students; 2 SCEIs (1 math/science and 1 ELAR/ social studies); extended week for math and reading, summer school for students experiencing testing or academic difficulties, two at-risk instructional aides, a library aide and an CIS / Parent Liaison, the use of the Response to Intervention (RTI) and other programs and resources that will benefit our entire student body. We have implemented the WIN Academy that will work with the lowest academic level students to build social skills, academic skills, and build relationships with teachers and students. Our Academic Coaches will provide professional development for staff and direct instruction for small groups of students. They will also assist in analyzing data to guide remediation in the core subject areas.

Capt. Walter E. Clarke Campus personnel will continue to build:

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

We will continue to implement research-based teaching strategies and materials, practice vertical alignment among the core content areas, utilize common assessments and provide common planning times. These strategies will provide students with meaningful and effective academic interventions to support their academic growth.

Planned professional development for teachers will provide support and resources to achieve professional and instructional growth to achieve high student

academic achievement rates. We will schedule data feedback sessions with Curriculum and Instruction personnel to analyze data from the prior year's STAAR assessments, current year district benchmark assessments, and common assessments.

Throughout the year, we will provide activities to engage parents in the educational process to ensure the academic and behavioral success of students, such as during Open House, Student Led Conferences, Family Nights for content classes, informational meetings (HB5, requirements, Advanced Academy opportunities, area school meetings, etc.) and WIN Academy Parent / Family Nights.

Students will have opportunities to express their musical and creative abilities as well as athletic through a variety of fine arts and extracurricular programs.

Needs of Accountability:

To utilize the district personnel such as, Chief Academic Officer, Bilingual Director, Technology director and Special Education Director and their entire support teams to support our subpopulations to meet the standards of state assessments, increase rigor and advanced performance for all students.

Provide continuous safety monitoring using district guidance for planning and implementation of the district and campus Emergency Operation Plan.

Summary

We continue to meet the challenges put before us and will continue to grow and improve making our goal for the 2018-19 school year one that will continue to add to our journey of success.

Our motto of, "Clarke is the Place Where the 'Best' get 'Better'." will continue to be held to the highest standards by the Clarke Students, Faculty, Staff, and Administration.

Perceptions Strengths

For the Strengths for District Strategic Goal 1:

Capt. Walter E. Clarke Middle School is a safe school. Our entire learning community is dedicated to ensuring this to be true on a day to day basis. Schools must be prepared to deal with threats to school safety, but the reality is that the threats are constantly changing. Schools must ensure the safety and security of students by adopting a comprehensive approach to addressing school safety that focuses on prevention, intervention, and response planning.

Capt. Walter E. Clarke Middle School has an Emergency Operations Plan (EOP) that is a living document. It was created by a committee and based on parameters from national and state organizations and the guidelines from our district. The EOP has been revised and is constantly being shared with the staff and faculty. Students and staff frequently participate in safety drills and are prepared to respond in a prompt and effective manner to every emergency scenario deemed possible. Our administrator in charge of safety has obtained Incident Command System (ICS) certification from FEMA and we intend to ensure that more members of our learning community obtain this certification.

Capt. Walter E. Clarke Middle School Administration with help of the DSC personnel has worked diligently to improve the campus as a safe learning environment. Our district strategic plan directly states, “Students will attend well-maintained, clean, and updated facilities throughout our district that support the learning environment.” Major improvements have been made during the past year to ensure this campus is well-maintained, clean and updated. Over the past years our custodial staff has worked very hard to improve the cleanliness of the campus; this has had a very positive impact on students, staff and parents. We have also moved class assignments to better ensure safe flow of students through our campus. Administrators and counselors, supported by our SRO and security officer, maintain a vigilant presence before/after school and during all transition times. Within our campus we have designated the interior staircases as only flow “up” and our outside staircases as the flow “down”.

Capt. Walter E. Clarke Middle School prides itself on researching all aspects of school safety and tries to ensure the campus is running with all safety measures in place. The National Resource Center for Safe Schools has identified several components that are essential for creating safe schools. We try to base our safety plan, and the assessments of needs/weaknesses, around these components. The following are the ten essential components of safe school planning in which Capt. Walter E. Clarke Administrative personnel try to implement:

1. Creating school-wide prevention and intervention strategies.
2. Developing emergency response planning.
3. Developing school policies and understanding legal considerations.
4. Creating a positive school climate and culture.
5. Implementing ongoing staff development.
6. Ensuring quality facilities and technology.
7. Fostering school/law enforcement partnerships.
8. Instituting links with mental health/social services.
9. Fostering family and community involvement.
10. Acquiring and utilizing resources.

The Capt. Walter E. Clarke Administrative Team is committed to creating a school culture in which the entire learning community will have a voice and a task that they are held accountable for. The administrative team will continue to be in the classrooms to ensure that quality education is occurring and when those times come when specific accountable talks are needed they are conducted in a professional manner in which the educator is aware that they are being “helped” and not “attacked”. The administrative team will work collaboratively with each other and support the overall learning process of those individuals that may need some professional development support. Additionally, all support staff (office staff, security guard, TIA’s, at-risk aides,

counselors, SCE-I Coaches) will be evaluated using the appropriate evaluation tool and then be invited to discuss the results of those evaluations. If the entire support staff feels their voice is being heard / valued, then their job performance will be more productive and substantial.

Students will also be held accountable for the 2018-2019 school year by being made aware that their actions toward other students, in a manner that is not deemed appropriate by the district code of conduct and or the district mandated Olweus Anti-Bullying program, may have an administrative action placed upon the student(s) not acting in the appropriate manner. These actions may lead to office referrals, which could lead to discipline actions that ranged from an administrative conference for minor infractions to a DAEP placement for more severe disciplinary issues.

As per the “Climate Survey Results”, that was concluded 2 years ago, our faculty feels that the annual evaluations are fair and reasonable. (2.93% out of 4%). Our administrative team will continue to evaluate our faculty staff in a fair and proper manner and use this information to continue to have qualified staff on board to educate the community of Capt. Walter E. Clarke Middle School. By having a qualified and certified staff educating our students gives our community the best opportunity for our students to be college ready.

At Capt. Walter E. Clarke Middle School, we are committed in providing opportunities for all members of the school community to be involved directly or indirectly. It is our mission and goal to increase our parent participation and business partnership and expand to our surrounding community including our military personnel.

At Capt. Walter E. Clarke Middle School, we will continue to work in collaboration with teachers, staff, administration, parents and business partners in the following areas:

Teachers and Administrators assure that communication to our parents and other members of the school community are informed about such events through various means. We use the following as part of our communication system:

- 1) Announcements over the intercom;
- 2) Information placed on the school’s Marquee;
- 3) Use of the computer-based student phone call system;
- 4) Calendars;
- 5) Parent letters;
- 6) Emails;
- 7) Meetings;
- 8) Assemblies;

9) Events;

10) Open Houses/Parent Conferences;

11) Campus and District Website.

Our Counseling team along with our CIS Liaison are working diligently with members of the school community for the academic, social, physical, and emotional development of all students. (College Readiness, Career Presentations in our 8th grade Exploring Careers Class, Partners in Education supporting/donating school materials, Military outing with help of our District Military Liaison.) We will continue to employ our CIS Liaison which will continue to inform our community members of the various campus and district events that are occurring.

Capt. Walter E. Clarke Middle School's entire learning community will continue to work within the already established district's strategic plan to strive for excellence and work towards overall better results in reading, math, writing, science, and social studies skills to meet the academic needs of the students so that all students are prepared for the challenges they will face in their immediate academic futures.

The overall findings / results within this campus needs assessment will form the basis of the Capt. Walter E. Clarke Middle School's Campus Improvement Plan (CIP). The CIP will address the previously discussed areas identified as either strengths or weaknesses, but it is important to note that the school entire faculty and staff will need to work collaboratively to ensure that the ultimate goal, which is overall student achievement, is obtained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: For the 2018 - 2019 school year the campus personnel will increase parent attendance and participation in monthly school meetings from an average attendance of 10 parents a month to an average of 30-40 parents per month. **Root Cause:** The campus will work on not notifying parents sooner and providing incentives and more beneficial information and meeting topics for parents to attend. The campus will also offer meetings at flexible times for parents to attend.

Problem Statement 2: For the 2018 - 2019 school year the campus personnel will increase parent attendance and participation in large school wide meetings (Parent Night, Open House, HB5 meetings...) from an average attendance of 50%-60% at these meetings, to an average of 70%-80% at these meetings. **Root Cause:** The campus will work on not notifying parents sooner and providing incentives for both students and parents to attend.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018







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

Performance Objective 1: For the 2018-2019 school year, Capt. Walter E. Clarke Middle School will develop and implement a plan of action to ensure that its stakeholders feel safe at school and at school events at a 5% increase from the previous school year.

Evaluation Data Source(s) 1: 1.) Learning Community Surveys 2.) 100% campus personnel will be aware and understand the importance of our Campus Emergency Operation Plan 3.) Student Discipline Data 4.) Student safety survey Data 5.) Student Olweus Surveys

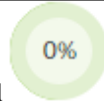
Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide enrichment and educational opportunities for parents, staff, and students on current issues and trends that affect students safety in the social, emotional, physical, and educational settings	2.4, 2.6	Campus Administrators, Teachers, Counselors, SRO, Safety Committee	Number of office referrals that are submitted during each 9 week period			
Funding Sources: 211 - Title I, Part A - 1000.00						
2) We will continue to revise, address, implement, and maintain safety protocols that will create a safe environment for all students, faculty, staff and any stakeholders if they visit or if they occupy our campus for any reason.	2.4, 2.6	Administration, Security Team (SRO and Campus security), Campus safety committee, faculty and staff	Emergency Operation Plan Meeting sign-in sheets, surveys, etc...			
Funding Sources: 199 - General - 1000.00						



= Accomplished



= No Progress



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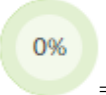

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2018 -2019 school year, Capt. Walter E. Clarke 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: 1.) Monthly and semester safety drills 2.) EOP procedure documentation submission

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The EOP has been revised and is constantly being shared with the staff and faculty. Students and staff frequently participate in safety drills and are prepared to respond in a prompt and effective manner to every emergency scenario deemed possible. Our administrator in charge of safety has obtained Incident Command System (ICS) certification from FEMA and we intend to ensure that more members of our learning community obtain this certification.	2.4, 2.6	Administration, EOP Campus Security Coordinator, District EOP Manager	Monthly Safety Drill Documentation, Monthly Safety EOP meeting Sign-in sheets, Yearly up-dated Campus EOP plan (that is a living document)			
	Funding Sources: 199 - General - 500.00					
 = Accomplished  = No Progress  = Discontinue						








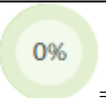

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2018 -2019 school year, the number of bullying-related incidents reported at Capt. Walter E. Clarke Middle School will decrease by 5% from previous year.

Evaluation Data Source(s) 3: 1.) Student Discipline Data 2.) Student Surveys 3.) Community Climate Survey Data 4.) Olweus Campus Survey Results will be reviewed and assessed for results.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide parents more information on bullying definitions, behaviors, and solutions	2.4, 2.6, 3.1, 3.2	Campus Administration, Counselors, CIS Liaison	Olweus Student Survey Data Results, Parent Surveys.			
Funding Sources: 199 - General - 500.00						
2) Implement with fidelity the Prevent Bullying Strategies through the use of the program materials, resources, surveys, and Connecting with Kids sessions.	2.4, 2.6	Campus Leadership Team, Prevent Bullying Strategies Coordinating Committee (BPCC)	Parent Surveys, Decrease number of student office referrals and increase number of student written reports submitted to campus adult personnel. Hiring speaker to address Anti-Bullying.			
Funding Sources: 199 - General - 2500.00						
 = Accomplished  = No Progress  = Discontinue						




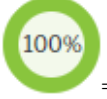


Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2018 - 2019 school year, the total number of disciplinary incidents at Capt. Walter E. Clarke Middle School will decrease by 5% from the previous school year.

Evaluation Data Source(s) 4: 1.) Student Discipline Data 2.) Student Surveys 3.) Community and Campus Survey Data will be reviewed and assessed for results.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) By implementing the Olweus Program strategies and by implementing our Campus mentee program to fidelity we will decrease the number of office discipline referral by 5% over last school years total documented amount.	2.4, 2.6	Administration, Faculty, Olweus Committee, Counselors	Number of office referrals that are submitted during each 9 week period. Related to code 21 B.			
Funding Sources: 199 - General - 1000.00						
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: By the end of the 2018-2019 school year, Capt. Walter E. Clarke Middle School entire learning community (Faculty, Staff, Parents, etc.) will continue to be familiar with the implementation of the District's High School Endorsement Plans for all students to be college ready at 100%.

Evaluation Data Source(s) 1: Evaluation training was carried and sign in sheets and agenda was submitted.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide training to faculty and staff on HB 5.	2.4	Administration, Counselors, Faculty and Staff	More students familiar and college ready with the area of study they are interested in.			
Funding Sources: 211 - Title I, Part A - 1000.00						
= Accomplished = No Progress = Discontinue						

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

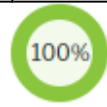
Performance Objective 2: By the end of the 2018-2019 school year, Walter E. Clarke Middle School will continue to implement and continue to review our District's and Campus College and Career Ready Strategic Plan at 100%.

Evaluation Data Source(s) 2: 1.) LEP / TELPAS / STAAR data, 2.) GT end of year report and STAAR data, 3.) SPED ARDs and STAAR Data will be reviewed and assessed for results..

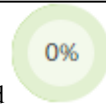
Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue for 2019-2020 school year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide students, faculty and staff with the latest technology resources to enhance student outcomes and elevate teacher performance.	2.4, 2.6	Campus Administrators, Campus LEP Representative, Campus GT Coordinator, SPED Department chair, Faculty and Staff	LEP Student activities and presentations, GT student presentations and advanced level performance on STAAR exams, SPED student activities and technology use and data kept.			
	Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 30000.00, 199 - General: Gifted and Talented - 1200.00, 199 - General Fund : Special Education - 1500.00					
2) Provide opportunities for GT students to work collaboratively outside their regular classroom environment in order to be successful in a global society...and for these GT students to participate in educational competitions such as Team Quest and Destination Imagination.	2.4, 2.5, 2.6	Administration, GT Coordinator, Faculty	Benchmark Data, Common Assessment Data, GT Campus Plan / Participation Rosters, Technology use documentation forms.			
	Funding Sources: 199 - General - 1200.00, 199 - General: Gifted and Talented - 1000.00					
3) Provide AVID students the opportunity to take part in off-campus experiences that will facilitate the use of inquiry and problem solving strategies through collaboration.	2.4, 2.5, 2.6	Administration, AVID Coordinator, Counselors, Faculty	Benchmark Data, Common Assessment Data, Technology use documentation forms.			
	Funding Sources: 199 - General - 500.00, 211 - Title I, Part A - 1250.00					
4) Students will be exposed to the AVID strategies to ensure college readiness and career capable. The AVID membership will ensure that the Clarke campus has the needed academic resources (to include spiral notebooks, agendas, binders, and other specific notebooks) to ensure college readiness.	2.4, 2.6	AVID Coordinator, Campus ADM, Campus Counselors	Benchmark Data, Common Assessment Data, Technology use documentation forms.			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General - 500.00					



= Accomplished



= No Progress



= Discontinue

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













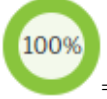


Performance Objective 3: By the end of the 2018-2019 school year, Capt. Walter E. Clarke Middle School shall increase the number of students that meet advanced academic performance across the core content areas, to indicate an overall improvement in student state assessment scores by 8%.

Evaluation Data Source(s) 3: 1.) STAAR outcomes.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase resources to enhance the increased use of technology in the classroom through blended learning.	2.4, 2.6	Entire Faculty, Staff and Student Body	Higher student exam data Higher advanced percentage. Common Assessments, Benchmark Scores, 9 Weeks Exam results			
				Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 5000.00		
2) Implement the use of substitutes to assist the teachers in targeting the most fragile students.	2.4, 2.6	Campus Instructional Leadership Team, Faculty, Staff, Counselors	District Benchmark Scores, Scores from STAAR release exams			
				Funding Sources: 211 - Title I, Part A - 14000.00, 199 - General - 1000.00		
3) Provide additional books and electronic resources to the school library.	2.4, 2.6	Campus Administration, Library Media Specialist, Faculty	Increased circulation numbers and various assessment data.			
				Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General - 1000.00		
4) Provide additional textbooks and electronic resources to classrooms.	2.4, 2.6	Leadership team	Increased benchmarks, progress reports, report cards, STAAR scores.			
				Funding Sources: 211 - Title I, Part A - 7000.00		
5) Purchase licenses such as: Compass Learning / Ignite / Empowering Writers / Mind Play / I-Ready Math / Brain-Pop / etc... programs to implement instructional and academic strategies.	2.4, 2.6	Teachers, TIAs, SCEI Coaches	Common Assessments, Benchmark Scores, 9 Weeks Exam results, Classroom Practice Assessments.			
				Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General - 1000.00		

6) Providing snacks for tutoring, intervention and intersession sessions that occur on the campus.	2.4, 2.5, 2.6	Administration	Increased State Assessment scores			
	Funding Sources: 211 - Title I, Part A - 2500.00, 199 - General - 1000.00					
PBMAS 7) Provide tutoring/remediation sessions for students who need additional academic support. Our target is for our white sub population to reach 58% for the STAAR component target indicator under the student success category in the closing the gaps domain.	2.4, 2.5, 2.6	Entire Faculty	Common Assessments, Benchmark Scores, 9 Weeks Exam results Monitor consistently to ensure adequate growth.			
	Funding Sources: 199 - General Fund: SCE - 60000.00					
8) Utilize 2 State Compensatory Education Intervention Coaches to enhance support for students.	2.4, 2.5, 2.6	Administration	Enhanced student scores.			
	Funding Sources: 199 - General Fund: SCE - 110000.00					
9) Utilize 3 T.I.A.s through SCE / Title 1 funds; utilize 4 college tutors hired with SCE / Title 1 funds and two WIN Academy TIAs (one for each grade level academy)	2.4, 2.5, 2.6	Campus Administration, District HR personnel	Improved student achievement documentation, decrease number of failing students on each 9 week marking period.			
	Funding Sources: 199 - General Fund: SCE - 35000.00					
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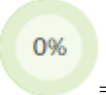

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will improve its student state assessment scores in Reading by 7% as compared to the 2017 - 2018 state assessment scores.

Evaluation Data Source(s) 4: 1.) STAAR outcomes.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue for 2019-2020

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Purchase educational and technology materials to increase student outcomes.</p> <p>2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.</p> <p>3) Create systems that monitor the growth and progress of students language acquisition, as well as content knowledge.</p>	2.4, 2.6	Administration and Faculty	Increase student STAAR assessment			
<p>Funding Sources: 211 - Title I, Part A - 4000.00</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 5: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will improve its student state assessment scores in Mathematics by 5% as compared to the 2017 - 2018 state assessment scores.

Evaluation Data Source(s) 5: 1.) STAAR outcomes.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase academic and technology resources to improve student outcomes.	2.4, 2.6	Administration and Faculty	Increase student STAAR assessment			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						





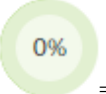

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will improve its student state assessment scores in Science by 8% as compared to the 2017 - 2018 state assessment scores.

Evaluation Data Source(s) 6: 1.) STAAR Outcomes

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Continue for 2019-2020 School year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Purchase academic and technology resources to improve student outcomes.</p> <p>2) The integration of 40% hands on investigative inquiry activities.</p>	2.4, 2.6	Administration and Faculty	Increase student STAAR assessment			
Funding Sources: 199 - General - 0.00, 211 - Title I, Part A - 2000.00						
 = Accomplished  = No Progress  = Discontinue						







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

Performance Objective 7: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will improve its student state assessment scores in Social Studies by 18% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 7: 1.) STAAR outcomes.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 7: Continue for 2019-2020 School year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Purchase academic and technology resources to improve student outcomes.</p> <p>2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.</p>	2.4, 2.6	Administration and Faculty	Increase student STAAR assessment			
Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General - 0.00						
 = 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 8: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will improve its student state assessment scores in Writing Scores by 8% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 8: 1.) STAAR Outcomes.

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Purchase academic and technology resources to improve student outcomes. 2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.	2.4, 2.6	Administration and Faculty	Increase student STAAR assessment			
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General - 0.00					
= 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 9: For 2018-2019 school year, Capt. Walter E. Clarke Middle School will improve its STAAR assessments for all LEP students by 10% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 9: 1.) STAAR outcomes.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 9: Continue for 2019-2020 School year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Purchase academic and technology resources to improve student outcomes.</p> <p>2) Create systems that monitor the growth and progress of students language acquisition as well as content knowledge.</p> <p>3) The investigation of 40% hands on investigation inquiry activities.</p> <p>4) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.</p>	2.4, 2.6	Administration	Increase student STAAR assessment			
<p>Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: Bilingual - 1500.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						










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

Performance Objective 10: For 2018-2019 school year, Capt. Walter E. Clarke Middle School will improve its STAAR assessments for all SPED students by 8% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 10: 1.) STAAR outcomes.

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Special Education Teachers who serve students in the Co-Teach setting will be provided various planning/staff development days to work with the General education teacher to create higher quality instruction.	2.4, 2.6	Administration, SCEI's	Increase student performance on STAAR test.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
PBMAS 2) Special Education Teachers and General Education Co-Teachers will be given staff development on various co-teach models. Ensure through ARD process students qualify for STAAR ALT 2. Ensure through ARD process students qualify for specialized units.	2.4, 2.6	Administration, SCEI's	Increase student performance in class grades, benchmarks, and STAAR test.			
	Funding Sources: 211 - Title I, Part A - 2500.00, 224 - IDEA A, SPED - 500.00					
 = Accomplished  = No Progress  = Discontinue						




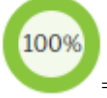
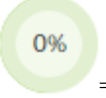

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018 - 2019 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, goal-setting documentation, pre and post evaluations conferences, etc.) will be at 90% "proficient" rating.

Evaluation Data Source(s) 1: 1.) T-TESS documentation, 2.) Walk through data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for 2019-2020 School year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide mentoring to new teachers and assure professional development attendance.	2.4	Campus Administration, and Mentor Teachers	Teacher surveys, department meetings, mentor meetings with administration, professional development surveys.			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 1000.00						
 = 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, Capt. Walter E. Clarke Middle School will maintain 100% Highly Qualified teachers in all academic subjects via training sessions.

Evaluation Data Source(s) 2: 1.) Appropriate documentation as approved by HR Dept.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Assure that all highly qualified teachers are placed in appropriate content and grade level. Provide professional development opportunities for all faculty. Provide materials for teachers and administrators to improve appraisal systems.	2.4, 2.6	Campus Administration, agendas and sign in sheets.	Teachers are appropriately placed and certifications are updated and current.			
	Funding Sources: 199 - General Fund: SCE - 110000.00, 211 - Title I, Part A - 180.00					
2) Provide faculty the opportunity to attend the AVID Summer Institute.	2.4, 2.6	Campus Administration	Enhanced student performance.			
	Funding Sources: 211 - Title I, Part A - 50000.00, 199 - General Fund: SCE - 5000.00, 199 - General - 2500.00					
3) Provide faculty and SCEI coaches opportunity to attend professional development such as: Fundamental 5, Region 19 trainings, etc....		Campus Administration	Agenda, sign in sheets			
	Funding Sources: 211 - Title I, Part A - 18000.00					
4) During the 2017-2018 school year our campus administration will hold "customer service trainings with our front office, receptionists, monitors, other support staff, and faculty members" to maintain a positive and helpful support staff approach to our entire learning community stakeholders.		Administration, Front Office Staff, CIS / Parent Liaison	Improved climate survey results, Positive remarks of reception staff at the DSC level.			
	Funding Sources: 199 - General - 100.00					
 = 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, the number of teachers at Capt. Walter E. Clarke Middle School certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 5%.

Evaluation Data Source(s) 3: 1.) All State and District Assessment Data will be reviewed and assessed for results.

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue for 2019-2020 School year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide additional trainings for the Faculty and SCEI coaches to scaffold instruction for all students and for ELL, SPED students in all core areas with the emphasis in areas where TAIS System Safeguards were missed, to possibly increase our faculty interest to obtain an additional certification in SPED, ELL, or Bi-Lingual certification. Also to include the purchase of technology equipment (laptops) for our SCEI coaches to implement this specialized instruction.	2.4, 2.6	Campus and District Administration	Student Assessment data (9 week assessments, common assessments, benchmark data)			
	Funding Sources: 199 - General - 2500.00, 199 - General Fund: SCE - 5000.00, 211 - Title I, Part A - 15000.00					
= Accomplished = No Progress = Discontinue						

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







Performance Objective 1: During the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2017 - 2018 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: 1.) Progress Reports, 2.) Positive Memos, 3.) Classroom Interest Inventory, 4.) Sign-in Sheets to various workshops / trainings. 5.) Tally of number of contacts home per 9 week period will be reviewed and assessed for results.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) CIS/Parent Liaison will provide our community parents and community volunteers with information, opportunities and hands-on experiences that would allow them to attend relevant trainings, conferences, and workshops to enhance family values.	3.1, 3.2	Campus Administration	Agendas and sign in sheets.			
	Funding Sources: 199 - General - 1000.00, 199 - General Fund: SCE - 550.00					
2) Ensure positive communication with parents is occurring each 9 week grading period.	3.2	Teachers, Counselors, Administration, CIS Liaison	Progress Reports, Positive Memos, Classroom Interest Inventory, Sign-in Sheets to various workshops / trainings.			
	Funding Sources: 199 - General - 100.00					










<p>3) Provide opportunity for parents and community members to visit the campus which could include but not be limited to:</p> <ul style="list-style-type: none"> * Coffee with Principal * Pizza with the Principal *Celebrate Success Night *Technology Classes *Campus Events *Parent Nights *Student Orientation Night *Planned Family Nights *Donuts for Dad's *Muffins for Moms *Pastries for Grandparents. <p>This will include the purchase of snacks, refreshments, supplies and materials as needed for these workshops or meetings.</p>	<p>3.1, 3.2</p>	<p>Campus Administration, CIS Liaison, Counselors</p>	<p>Sign-in sheets, Parent / school meeting events such as the ones list in the strategy column. Increased community involvement</p>			
<p>Funding Sources: 211 - Title I, Part A - 500.00, 199 - General - 1000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 2: For the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 15%.

Evaluation Data Source(s) 2: 1.) Parent participation sign-in sheets and sign-in sheets from various professional development sessions will be reviewed and assessed for results..

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue to have on staff a CIS Liaison to enhance and continue communication of campus / district events with our community members.	3.1, 3.2	Campus Administration, District SCE Personnel, CIS Liaison	Parent participation sign-in sheets and sign-in sheets from various professional development sessions.			
	Funding Sources: 199 - General Fund: SCE - 19500.00					
2) Administer a classroom interest inventory at the beginning and middle of the year to enhance and keep our already established instructional goals aligned.	2.4	Teachers, Counselors, Administration, CIS Liaison	Progress Reports, Positive Memos, Classroom Interest Inventory, Sign-in Sheets to various workshops / trainings			
	Funding Sources: 199 - General - 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: For the 2018 - 2019 school year, 70% of all students in all subgroups at Capt. Walter E. Clarke Middle School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System. Our Campus 2017 - 2018 data shows that our ELL and SPED student populations show the biggest learning gaps that need to be addressed with differentiated instruction strategies.

Evaluation Data Source(s) 1: 1.) Increase number of Staff attending extra-curricular activities, 2.) Overall decrease in student retention will be reviewed and assessed for results.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue to ensure that the district mandated and assessed At-Risk Mentoring Program is being implemented with fidelity through every staff member that is not an instructional teacher.	2.6	Non-Instructional Staff, Counselors, Administration	Progress reports, Parent information night sign-in sheets, CHAMPS Mentoring documentation, OLWEUS Data Information, Increase number of Staff attending extra-curricular activities			
Funding Sources: 199 - General - 500.00						
= Accomplished = No Progress = Discontinue						







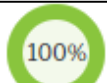
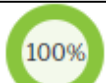
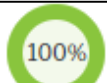
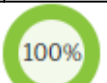
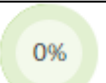

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2018 - 2019 school year, 100% of Capt. Walter E. Clarke Middle School teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 1.) List of campuses that meet all safe guard and accountability ratings will be reviewed and assessed for results..

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Disaggregate data for all accountability populations to identify performance gaps and meet annual standards as designed for all state, federal (ESSA) requirements using best teaching practice systems already in place.	2.4, 2.6	Campus Administration, SCEI Coaches, Counselors	STAAR Data, Routinely verify coding of incoming students is correct and up to date, verifies ESL, SPED, GT, 504, coding of specific students are correct and up to date.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) Provide programs during tutorials such as MVRC (My Virtual Reading Coach), I-Ready Program, Compass Learning, I-Station, Rosetta Stone, Ignite, Mind-play, etc... for student academic achievement.	2.4, 2.6	Campus Administration, Campus Instructional Team, Faculty and Staff, SCEI Coaches	District Benchmark Scores, Common Assessment Data, 9 week Exams, Failure Rates, Training will be provided for teachers specific to state STAAR assessment so they can better prepare their students, Saturday School and Intersession enrichment sessions will			
	Funding Sources: 199 - General Fund: SCE - 15000.00					
3) Implement an "organizational" component to the academic process for all students. This component is a direction from the AVID strategies and it will have all students use an organizational binder to allow all students to keep their academic documents organized and in a good sense of order. Utilize incentives and academic awards for our students for their individual accomplishments.	2.4, 2.6	Faculty, Students, Administration	Benchmark Data, 9 weeks exams, Common Assessment data, Campus Failure rates, STAAR / EOC Data			
	Funding Sources: 211 - Title I, Part A - 1500.00					
 = Accomplished  = No Progress  = Discontinue						







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

Performance Objective 3: During the 2018 - 2019 school year, Capt. Walter E. Clarke Middle School administrators will schedule at least 12 (every 3 weeks) data feedback session(s) with teachers and departments to review support and resources needed by Curriculum and Instruction personnel.

Evaluation Data Source(s) 3: 1.) Overall increase in student achievement levels on Campus common assessment and 9 week assessment data, 2.) District benchmark data, 3.) State assessment data will be reviewed and assessed for results..

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The Capt. Walter E. Clarke Middle School Administrative team will conduct data feedback sessions with all faculty members at least once every 9 week grading period. And the Campus Leadership Team will have each core teacher submit an artifact on how they will be improving themselves individually within their own discipline.	2.4	Administration, Faculty Members	Campus common assessment and 9 week assessment data, District benchmark data, State assessment data.			
	Funding Sources: 199 - General - 0.00					
 = 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: For the 2018 - 2019 school year, 100% of Capt. Walter E. Clarke Middle School students, by using our state assessment data (STAAR, TELPAS, PBMAS, etc.) for our SPED, ELL, 504 students, and GT students; will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 4: 1.) LEP / TELPAS / STAAR data, 2.) GT end of year report and STAAR data, 3.) SPED ARDs and STAAR Data will be reviewed and assessed for results..

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue for 2019-2020 School Year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide our general students as well as our special populations (i.e. LEP, GT, and SPED) students with new and developing instructional technology resources such as tablets, nooks, electronic dictionaries, scientific calculators, portable computer/laptop stations (COW), IWB Bulbs and IWB projectors to encourage placement appropriate activities and project based learning activities to promote overall student achievement.	2.4, 2.6	Campus Administrators, Campus LEP Representative, Campus GT Coordinator, SPED Department chair, Faculty and Staff	LEP Student activities and presentations, GT student presentations and advanced level performance on STAAR exams, SPED student activities and technology use and data kept.			
	Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 5000.00, 199 - General Fund : Special Education - 6900.00, 199 - General Fund: Bilingual - 7875.00					
2) Provide students with instruction and assessments and needed resources and instructional materials to be aligned to the depth and complexity of the standards that encourage and increase intellectual challenges on the part of the student. To be focused, not only with the general population, but with our special population students (i.e. ELLs, GT, SPED, and 504 students).	2.4, 2.6	Faculty, Campus Instructional Team, Campus Administration	Benchmark Data, Common Assessment Data			
	Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 3500.00					
3) Offer specific enrichment sessions (i.e. Saturday school, summer school, intersession, tutoring, etc.) services for students at risk and/or likely to be retained in Reading, Math, Science, Social Studies in grades 6th and 8th as per STAAR Assessment data and Final GPA - Total instructional credits earned.	2.4, 2.5, 2.6	Campus Administration, Faculty and Staff, Counselors, SCEI Coaches	STAAR SSI for 8th grade, early GPC meetings held, ARD information / documentation,			
	Funding Sources: 211 - Title I, Part A - 19000.00, 199 - General Fund: SCE - 45855.00					

4) Also employ an library aide who will offer mentoring and supplemental instruction (Such as reading strategies for ELL students) for At-Risk students throughout the entire instructional day.	2.5, 2.6	Campus Administration, Faculty and Staff, Counselors	SCE Aide, ARMS Binder, Library Aide works 50% of day with all at-risk students.			
	Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 12000.00					
5) Clarke Middle School will be continuing to implement the AVID Program campus-wide with its instructional strategies and to be using the college tutors in other core classes. Clarke Middle School will send a team of educators to AVID professional development to better serve our students in this area.	2.4, 2.6	Campus Administration, Faculty and Staff	Common Assessments, Benchmark Scores, 9 Weeks Exam results			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 24000.00					
6) Capt. Walter E. Clarke Middle School will provide specific learning sessions during the Fall Intersession and during the Spring Intersession that will be gauged on BOY screeners, MOY Screeners, Common Assessment data, writing initiative screeners, Fall and Spring Benchmark assessment Data, as well 1st - 3rd 9 week marking period data.	2.4, 2.5, 2.6	Campus Administration, Faculty and Staff	Higher student exam data, Increase in student classroom work scores. Sign-in sheets of student attendance, lesson plans, number of credits received, STAAR scores for 6-8 grade students,			
	Funding Sources: 211 - Title I, Part A - 12000.00, 199 - General - 2500.00					
 = 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 5: For the 2018 - 2019 school year, the attendance rate for all students at Capt. Walter E. Clarke Middle School will increase by 1.5% over the attendance rate of the previous year.

Evaluation Data Source(s) 5: 1.) The number of students and parents receiving incentives increase each 9 week period 2.) PIEMS reports showing that students are above 97% 3.) Faculty attendance rates are above 97%.

Summative Evaluation 5: No progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue for 2019-2020 school year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Encourage, Monitor, and inform Parents that Student and Faculty Attendance Rates by implementing Incentives to ensure everyone attend school every day. (Students and Faculty / Staff overall attendance rate will exceed 97% for the 2017 - 2018 school year)	2.4, 2.6	Campus Office Staff (PIEMS/ Attendance), Administration, Counselors, Nurse, Faculty and Staff	Reports showing a decrease in student and faculty total number of daily absences, Implement Incentives to increase overall student and faculty attendance rates			
Funding Sources: 199 - General - 2000.00						
 = Accomplished  = No Progress  = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	3	7	Provide tutoring/remediation sessions for students who need additional academic support. Our target is for our white sub population to reach 58% for the STAAR component target indicator under the student success category in the closing the gaps domain.
2	4	1	Purchase educational and technology materials to increase student outcomes. 2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels. 3) Create systems that monitor the growth and progress of students language acquisition, as well as content knowledge.
2	6	1	Purchase academic and technology resources to improve student outcomes. 2) The integration of 40% hands on investigative inquiry activities.
2	7	1	Purchase academic and technology resources to improve student outcomes. 2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.
2	8	1	Purchase academic and technology resources to improve student outcomes. 2) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.
2	9	1	Purchase academic and technology resources to improve student outcomes. 2) Create systems that monitor the growth and progress of students language acquisition as well as content knowledge. 3) The investigation of 40% hands on investigation inquiry activities. 4) Create systems that guide and monitor lesson planning to provide instruction and curriculum consistently within content team levels.
2	10	1	Special Education Teachers who serve students in the Co-Teach setting will be provided various planning/staff development days to work with the General education teacher to create higher quality instruction.
2	10	2	Special Education Teachers and General Education Co-Teachers will be given staff development on various co-teach models. Ensure through ARD process students qualify for STAAR ALT 2. Ensure through ARD process students qualify for specialized units.

State Compensatory

Budget for Capt. Walter E. Clarke Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.044.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$1,200.00
199.11.6118.00.044.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$21,182.00
199.11.6118.00.044.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$28,216.00
199.11.6118.99.044.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$13,000.00
199.11.6119.00.044.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$94,115.20
199.11.6119.00.044.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$261,681.00
199.11.6125.00.044.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.12.6129.00.044.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,044.00
199.11.6141.00.044.7.30.0.00.	6141 Social Security/Medicare	\$2,451.00
199.11.6141.00.044.7.30.8.00.	6141 Social Security/Medicare	\$2,120.00
199.11.6141.99.044.7.30.0.00.	6141 Social Security/Medicare	\$189.00
199.12.6141.00.044.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.11.6142.00.044.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.044.7.30.8.00.	6142 Group Health and Life Insurance	\$31,248.00
199.12.6142.00.044.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.044.7.30.0.00.	6143 Workers' Compensation	\$58.00
199.12.6143.00.044.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.11.6143.00.044.7.30.0.00.	6143 Workers' Compensation	\$748.00
199.11.6143.00.044.7.30.8.00.	6143 Workers' Compensation	\$647.00
199.11.6146.00.044.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$3,122.00
199.11.6146.00.044.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,594.00

199.11.6146.00.044.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$571.00
199.11.6146.99.044.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$249.00
199.12.6146.00.044.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$43.00
199.11.6149.00.044.7.30.0.00.	6149 Employee Benefits	\$2,043.00
199.11.6149.00.044.7.30.5.00.	6149 Employee Benefits	\$40.00
199.11.6149.00.044.7.30.8.00.	6149 Employee Benefits	\$2,512.00
199.11.6149.00.044.7.30.9.00.	6149 Employee Benefits	\$615.00
199.11.6149.99.044.7.30.0.00.	6149 Employee Benefits	\$195.00
199.12.6149.00.044.7.30.0.00.	6149 Employee Benefits	\$189.00
6100 Subtotal:		\$515,498.20
6200 Professional and Contracted Services		
199.32.6299.99.044.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00
6400 Other Operating Costs		
199.11.6494.00.044.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,500.00
6400 Subtotal:		\$1,500.00

Personnel for Capt. Walter E. Clarke Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adam Meza	WIN Teacher	SCE	1
Crystal Soto	WIN Teacher	SCE	1
Cynthia Wilke	Teacher	SCE	1
Guadalupe Ornelas	WIN TIA	SCE	1
Jose Gonzalez	WIN Teacher	SCE	1
Karla Saenz	WIN TIA	SCE	1
Katherine Robinson	SCEI Coach	SCE	1
Lindsay Lopez	Library Aide	SCE	.50
Luz Elena Lopez	CIS	SCE	.50
Miroslava Silva Hernandez	WIN Teacher	SCE	1
Roberto Avalos	WIN Teacher	SCE	1
Sebastian Quijano	CSR Teacher	SCE	1
Susan Reveles	WIN Teacher	SCE	1
Tiffany Heras	SCEI Coach	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Ramrez	TIA	Title I	1
Christian Carbajal	College Tutor	Title I	1
Jessica Garcia	TIA	Title I	1
Luz Elena Lopez	CIS	Title I	.50
Mathew Corralejo	College Tutor	Title I	1
Valerie Ingram	College Tutor	Title I	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Ivan Ramirez	Principal
Administrator	Earl Sanchez	Assistant Principal
Administrator	Frenda Serda-Gerardo	Assistant Principal
Paraprofessional	Jacqueline Garcia	Campus Secretary
CIS	Luz Elena Lopez	Communities in School
Classroom Teacher	Rachel Lopez	Math Teacher
Classroom Teacher	Michael McLaughlin	ELAR Teacher
EPAC Representative	Frania Pahola Cabrera	ELAR Teacher
Classroom Teacher	Paulette McLaughlin	Science Teacher
Classroom Teacher	Monique Mota	Special Education Teacher
Classroom Teacher	Thelma Aguilar	AVID Teacher
Classroom Teacher	Rodriguez Deanne	Physical Education Teacher
Benefits Representative	Cynthia Wilke	ELAR Teacher
SCEI Coach	Tiffany Heras	SCEI Coach
SCEI Coach	Katherine Gutierrez	SCEI Coach
Non-classroom Professional	Salvador Chavez	Counselor
Non-classroom Professional	Torita Hansby	Counselor
District-level Professional	Ana Marioni	District Level Representative
Classroom Teacher	Margaret Morgan	Social Studies Teacher

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Funds (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$1,000.00
1	2	1	General Funds (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$500.00
1	3	1	General Campus Funds: (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$500.00
1	3	2	General Campus Funds: (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$2,500.00
1	4	1	General Funds (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$1,000.00
2	2	1	Campus General Funds		\$1,000.00
2	2	2	General Funds		\$1,200.00
2	2	3	Campus General Funds		\$500.00
2	2	4	Campus General Funds		\$500.00
2	3	1	Campus General Funds		\$1,000.00
2	3	2	General Campus Funds		\$1,000.00
2	3	3	General Funds		\$1,000.00
2	3	5	General Campus Funds		\$1,000.00
2	3	6	Campus General Funds		\$1,000.00
2	5	1	Campus General Funds		\$0.00
2	6	1	Campus General Funds		\$0.00
2	7	1	Campus General Funds		\$0.00
2	8	1	Campus General Funds		\$0.00
3	1	1	General Campus funds		\$1,000.00
3	2	2	AVID Summer Institute		\$2,500.00

3	2	4	Campus General Funds		\$100.00
3	3	1	Campus General Funds		\$2,500.00
4	1	1	Campus General Funds		\$1,000.00
4	1	2	General Campus Funds		\$100.00
4	1	3	General Campus Funds		\$1,000.00
4	2	2	General Campus Funds		\$100.00
5	1	1	Campus General Funds		\$500.00
5	3	1	General Campus Funds		\$0.00
5	4	1	General Campus Funds		\$1,000.00
5	4	2	Campus General Funds		\$1,000.00
5	4	6	General Campus Funds		\$2,500.00
5	5	1	General Campus Budget (\$23,713.00 total amount, only a portion/percentage will be used from this total allotment).		\$2,000.00
Sub-Total					\$29,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	7	Extra duty pay for teachers		\$60,000.00
2	3	8	Salaries for SCEI Coaches		\$110,000.00
2	3	9	General Campus SCE Funds		\$35,000.00
3	2	1	General SCE Funds		\$110,000.00
3	2	2	AVID Summer Institute		\$5,000.00
3	3	1	Campus SCE Funds		\$5,000.00
4	1	1	Campus General SCE - CIS Funds		\$550.00
4	2	1	General SCE Funds		\$19,500.00
5	2	2	Title 1 Extra Duty Funds		\$15,000.00
5	4	3	SCE Funds		\$45,855.00
5	4	4	SCE General Funds		\$12,000.00
5	4	5	SCE General Funds		\$24,000.00

					Sub-Total	\$441,905.00
199 - General Fund : Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	2	1	SPED General Campus Funds		\$1,500.00	
5	4	1	SPED Funds		\$6,900.00	
					Sub-Total	\$8,400.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	\$31,000.00 total amount, only a portion/percentage will be used from this total allotment		\$1,000.00	
2	1	1	Title 1 Funds		\$1,000.00	
2	2	1	Title 1 Funds		\$30,000.00	
2	2	3	Title 1 Funds		\$1,250.00	
2	2	4	AVID Membership Fee		\$5,000.00	
2	3	1	Title 1 Funds		\$5,000.00	
2	3	2	Title 1 Funds		\$14,000.00	
2	3	3	Title 1 Funds		\$10,000.00	
2	3	4	Textbooks, electronic software, technology devices		\$7,000.00	
2	3	5	Title 1 Funds		\$5,000.00	
2	3	6	Title 1 Funds		\$2,500.00	
2	4	1			\$4,000.00	
2	5	1	Campus Title 1 Funds		\$5,000.00	
2	6	1	Campus Title 1 Funds		\$2,000.00	
2	7	1	Campus Title 1 Funds		\$2,000.00	
2	8	1	Campus Title 1 Funds		\$10,000.00	
2	9	1			\$1,500.00	
2	10	1			\$1,500.00	
2	10	2			\$2,500.00	

3	1	1	Title 1 Funds		\$1,000.00
3	2	1			\$180.00
3	2	2	AVID Summer Institute		\$50,000.00
3	2	3	Professional development trainings		\$18,000.00
3	3	1	Title 1 Funds		\$15,000.00
4	1	3	Title 1 Funds		\$500.00
5	2	1	Professional Development Funds		\$1,000.00
5	2	3	Title 1 General Funds		\$1,500.00
5	4	1	Title 1 Funds		\$5,000.00
5	4	2			\$3,500.00
5	4	3	Title 1 funds		\$19,000.00
5	4	4	Title 1 Funds		\$15,000.00
5	4	5	Title 1 Funds		\$20,000.00
5	4	6	Title 1 Funds		\$12,000.00
Sub-Total					\$271,930.00
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	2			\$500.00
Sub-Total					\$500.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1			\$1,500.00
5	4	1	LEP Campus Funds		\$7,875.00
Sub-Total					\$9,375.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	GT Funds		\$1,200.00
2	2	2	GT Funds		\$1,000.00

	Sub-Total	\$2,200.00
	Grand Total	\$763,310.00