

Socorro Independent School District
Col. John O. Ensor Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Board Approval Date: August 21, 2018

Public Presentation Date: August 21, 2018

Mission Statement

Our mission is for our students, faculty, staff, and parents to feel safe, respected, and become active participants in student success, school life, and the 21st century.

Vision

Tomorrow's Leaders Learning Today

Board Members and Superintendent

Board of Trustees

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Superintendent of Schools

José Espinoza, Ed.D.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Introduction:

Principal: Lisa Estrada-Batson

Assistant Principals:

Joyce Freddie

Leticia Hernandez

Darron Saunders

Counselors:

Mary Acevedo

Diana Aguirre

Guadalupe Contreras

Curriculum Coaches:

Liza Aguirre

Rachel Guerra

Campus Name:

Col. John O. Ensor Middle School

History:

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2016-2017 school year with 1069 students in grades 06, 07, and 08. Data shows that our enrollment has grown by 100 students since 2012-2013.

Col. John O. Ensor Middle School is one of several growing in the Socorro Independent School District and serves families from a wide range of socioeconomic backgrounds. Our total enrollment for 2016-2017 was 1069 students: Grade 6 (326); Grade 7 (361); Grade 08 (382).

The campus in 2016/2017 was comprised of 511 female students and 558 male students.

Our sub-populations in 2016/2017 were as follows: (1069) Student Enrolment; (385) At-Risk; (646) Economically Disadvantaged; (116) GT; (134) LEP; (125) ESL; (4) Migrant; (90) Special Education; (408) CTE.

The average daily attendance rate for students is 96.8009%.

Col. John O. Ensor Middle School embraces the motto of “One Voice—One Heart—One Team” that was established in 2012-2013. This motto helps us create a school family environment and has allowed us to adhere, with fidelity, to our mission and to build trust, unity, and respect with all faculty, staff, students, parents, and community members.

The staff population at Col. John O. Ensor Middle School is 1.6% African-American, 14.8 % White, 83.6% Hispanic, 36.1% males and 63.9% females.

Teachers by Years of Experience:

Beginning Teachers=4.9%; 1-5 Years Experience=11.5%; 6-10 Years Experience=42.6%; 11-20 Years Experience 27.9%; Over 20 years Experience=13.1%.

The average daily attendance rate for staff is 95%. The faculty continues to professionally grow by attending training in SIOP, Compass Learning, TEKS Resource System, GT, best practices, etc. to enhance and improve student learning. They consistently monitor programs and strategies in an effort to prepare students for the future and work to provide them with the best education possible for current and future success.

Demographics Strengths

Our campus embraces all cultures, races, and ethnicities by keeping true to our motto of One Voice--One Heart--One Team. We adhere to the Olweus Anti-Bullying Program, and we teach students to respect differences through assemblies, programs, and mediations. We also focus on Social Emotional Learning for all students.

We will continue to educate students about cultural sensitivities especially when it comes to social media and what they choose to post and comment on.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELLs and Special Education students in mainstreamed classes are performing lower in math assessments such as district benchmarks and state assessments (STAAR) than students who are not ELLs and who are not in Special Education. **Root Cause:** General education and special education teachers need training on how to differentiate instruction in math to meet the needs of our ELLs and Special Education students.

Problem Statement 2: ELLs and Special Education students in mainstreamed classes are performing lower in reading and writing assessments such as district benchmarks and state assessments (STAAR) than students who are not ELLs and who are not in Special Education. **Root Cause:** General education and special education teachers need training on how to differentiate instruction in reading and writing to meet the needs of our ELLs and Special Education students.

Student Academic Achievement

Student Academic Achievement Summary

STATE of TEXAS ASSESSMENTS of ACADEMIC READINESS (STAAR): The State of Texas Assessments of Academic Readiness (STAAR) is a more rigorous standardized testing program that emphasizes “readiness” standards which are the knowledge and skills that are considered most important for success in the grade and subject for which the student is enrolled. The assessments also are set to help get students college and career. Students take different number of exams based on their grade levels:

6th graders take STAAR Mathematics and STAAR Reading.

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

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

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

STAAR Results for the 2017-2018 School Year:

6th Math Approaches Grade Level:

2017: 86.2%

2018: 83.7%

Dif. -2.5%

District Average: 84.2%

Ensor is 0.5% below district.

6th Math Meets Grade Level:

2017: 50.6%

2018: 45.8%

Dif. -4.8%

District Average: 44.3%

Ensor is 1.5% above district.

6th Math Masters Grade Level:

2017: 23.9%

2018: 17.2%

Dif. -6.7%

District Average: 15.4%

Ensor is 1.8% above district.

6th Reading Approaches Grade Level:

2017: 76.1%

2018: 78.4%

Dif. +2.3%

District Average: 70.8%

Ensor is 7.6% above district.

6th Reading Meets Grade Level:

2017: 45.6%

2018: 43.1%

Dif. -2.3%

District Average: 36.9%

Ensor is 6.2% above district.

6th Reading Masters Grade Level:

2017: 20.8%

2018: 21.6%

Dif. +0.8%

Average: 16.5%

Ensor is 5.1% above district.

7th Math Approaches Grade Level:

2017: 86.2%

2018: 92.0%

Dif.+5.8%

District Average: 79.4%

Ensor is 12.6% above district.

7th Math Meets Grade Level:

2017: 59.9%

2018: 58.9%

Dif. -1%

District Average: 44.9%

Ensor is 14% above district.

7th Math Masters Grade Level:

2017: 28.2%

2018: 30.0%

Dif. +1.8%

District Average: 20.2%

Ensor is 9.8% above district.

7th Reading Approaches Grade Level:

2017:83.6%

2018: 84.1

Dif. +0.5%

District Average: 77.8%

Ensor is 6.3% above district.

7th Reading Meets Grade Level:

2017: 51.1%

2018: 57.8%

Dif. +6.7%

District Average: 48.7

Ensor is 9.1% above district.

7th Reading Masters Grade Level:

2017: 30.2%

2018: 33.2%

Dif. +3.0%

District Average: 26.7%

Ensor is 6.5% above district.

7th Writing Approaches Grade Level:

2017: 79.8%

2018: 79.4%

Dif. -0.4%

District Average: 75.0%

Ensor is 4.4% above district.

7th Writing Meets Grade Level:

2017: 51.4%

2018: 52.4%

Dif. +1.0%

District Average: 45.3%

Ensor is 7.1% above district.

7th Writing Masters Grade Level:

2017: 16.0%

2018: 18.3%

Dif. +2.3%

District Average: 12.4%

Ensor is 5.9% above district.

8th Math Approaches Grade Level:

2017: 96.0%

2018: 95.8%

Dif. -0.2%

District Average: 93.4%

Ensor is 2.4% above district.

8th Math Meets Grade Level:

2017: 68.1%

2018: 76.1%

Dif. +8.0%

District Average: 64.0%

Ensor is 12.1% above district.

8th Math Masters Grade Level:

2017: 32.2%

2018: 37.7%

Dif. +5.5%

District Average: 26.0%

Ensor is 11.7% above district.

8th Reading Approaches Grade Level:

2017: 88.2%

2018: 91.4%

Dif. +3.2%

District Average: 88.2%

Ensor is 3.4% above district.

8th Reading Meets Grade Level:

2017: 55.3%

2018: 56.1%

Dif. +0.85%

District Average: 50.5%

Ensor is 5.6% above district.

8th Reading Masters Grade Level:

2017: 22.7%

2018: 29.7%

Dif. +7.0%

District Average: 26.4%

Ensor is 3.3% above district.

8th Science Approaches Grade Level:

2017: 86.0%

2018: 89.3%

Dif. -3.3%

District Average: 83.8%

Ensor is 5.5% above district.

8th Science Meets Grade Level:

2017: 59.9%

2018: 68.2%

Dif. +8.3%

District Average: 52.5%

Ensor is 15.7% above district.

8th Science Masters Grade Level:

2017: 22.6%

2018: 39.6%

Dif. +17.0%

District Average: 23.6%

Ensor is 16.0% above district.

8th Social Studies Approaches Grade Level:

2017: 72.1%

2018: 85.2%

Dif. +13.10%

District Average: 76.8%

Ensor is 8.4% above district.

8th Social Studies Meets Grade Level:

2017: 33.8%

2018: 48.8%

Dif. +15.0%

District Average: 42.0%

Ensor is 6.8% above district.

8th Social Studies Masters Grade Level:

2017: 18.8%

2018: 27.2%

Dif. +8.4%

District Average: 22.7%

Ensor is 4.5% above district.

Student Academic Achievement Strengths

For the 2018-2019 school year, based on students who met the performance standard on the 2017-2018 STAAR Assessment, we know we will make additional academic gains and show continued growth. The ability to have our teachers plan during a PLC period will allow them to better target their students' goals with prescriptive interventions and support.

Based on the 2017-2018 STAAR Assessments in all content areas, we are proud to be a district leader based on the percentage of students who Approached, Met, or Mastered in the advanced performance ranges.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our ELL and SpEd populations continue to need improvement for academic growth. **Root Cause:** Language barrier; years in school for ELLs; Need for further professional development in differentiated instruction and blended learning.

Problem Statement 2: At EMS, in SPED Reading Indicator #1 we had a 54.2% pass rate due to **Root Cause:** teachers not providing corrective instruction to students after every assessment/data analysis cycle and failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1,2, and 3. Teachers are hesitant to try new instructional practices.

Problem Statement 3: At EMS, in SPED Social Studies Indicator #1 we had a 47.4% pass rate due to **Root Cause:** campus instructional leaders and teachers failing to track the progress of struggling students and the effectiveness of these intervention strategies.

Problem Statement 4: At EMS, in Science for Indicator #2 ESL, we attained 46.7% or 2 on PBMAS due to **Root Cause:** the campus instructional leaders and teachers track the progress of struggling students and the effectiveness of these intervention strategies to include academic vocabulary/language and how they conceptualize the vocabulary.

Problem Statement 5: At EMS, in Reading for Indicator #2 ESL, we attained 51.5% or 2 on PBMAS due to **Root Cause:** the campus failed to identify struggling students in language and assigning appropriate intervention strategies for Tiers 1, 2, 3 which requires adding a language acquisition class to our

master.

Problem Statement 6: At EMS, in Social Studies for Indicator #2 ESL, we attained 53.3% or 2 on PBMAS due to **Root Cause:** the campus instructional leaders and teachers track the progress of struggling students and the effectiveness of these intervention strategies to include academic vocabulary/language, events and time periods, and how SIOP is implemented. For example, determining the old English word vs the modern language.

Problem Statement 7: At EMS, in Writing for Indicator #2 ESL, we attained 19.5% or a 3 on PBMAS due to **Root Cause:** teachers failing to develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal to include multiple opportunities for students to practice.

Problem Statement 8: At EMS, in SPED Writing Indicator #1 we had a 42.3% pass rate due to **Root Cause:** the campus is failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1, 2, and 3.

School Processes & Programs

School Processes & Programs Summary

Col. John O. Ensor Middle School has 100% Highly Qualified faculty, staff, and support personnel. Teachers who teach P/AP classes have been certified and trained. Furthermore, all teachers, other than new teachers at our campus, have their Gifted and Talented (GT) certification and/or update. New teachers will obtain their GT hours by attending trainings during the school year. All teachers who teach PAP classes will also have mandatory training in Spring Board.

School Processes & Programs Strengths

Teachers want to stay at our campus. Teachers who have left the campus only left due to retirement or promotions. We are proud to say that many teachers from other districts and other campuses within our district want to come to Ensor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need more support to get teachers Pre-Advanced Placement Certified and ESL Certified. The district, state, and federal government certifications are not aligned. **Root Cause:** All teachers need additional professional development on teaching strategies to assist special populations such as GT, SpEd, At-Risk, and ELLs.

Perceptions

Perceptions Summary

Our school feels like a family. From the moment you walk in, you can feel the warmth of our campus. We provide excellent customer service, and we go above and beyond to meet the needs of our students and assist all parents, guardians, visitors, and community.

Col. John O. Ensor Middle School, home of the Golden Eagles, is located in far east El Paso, Texas. It is one of 48 campuses in Socorro Independent School District. Col. John O. Ensor Middle School opened its doors in 2000 as a 5-8 school. Col. John O. Ensor Middle School ended the 2017-2018 school year with 1085 students in grades 06, 07, and 08.

Students are provided a rigorous and supportive environment with the expectation to perform above passing standards every day. Students set goals for themselves with assistance from classes such as Exploring Careers, AVID (Advancement Via Individual Determination), and Super School, which is tailored for intervention or enrichment in order to prepare our students for classes, high school, and post-secondary college and career readiness.

All students are afforded a challenging and solid educational foundation that promotes lifelong learning. Our counselors align with our campus mission statement and goals of our campus improvement plan by providing guidance and direction to each student using the Comprehensive Developmental Guidance and Counseling program based on the National Standards for the American School Counselor Association (ASCA) and the Texas Standards.

Students are provided support through the RTI process, various college awareness activities provided throughout the year, and student recognition for every 9 weeks at the Honor Roll Assembly.

Aside from academics, our students are able to participate in various extracurricular activities that help develop the whole child: football, volleyball, basketball, cross country, soccer, baseball, softball, track, UIL events, student council, Robotics, literary anthology, theater, band, choir, and orchestra.

Through our mentoring program and life lessons, students are also encouraged to be independent, responsible, and develop appropriate relationships with peers, teachers, and the community.

The district bullying prevention program, known as Olweus, is used to promote healthy decision making and bring awareness to various topics affecting students in relation to their age group. In addition to prescriptive Olweus lessons, the teachers create their own lessons and activities to address the social and emotional learning of students.

Safety is a number one priority communicated across the campus. All visitors must check in with our receptionist prior to entering building. Our staff is expected to wear their IDs daily. Administration, counselors, school security guard, and teachers monitor students during transition to promote a safe environment and assist students with concerns as needed.

Perceptions Strengths

Ensor Middle School has magnetic doors to enter the main hallway. This is beneficial because only magnetic badges allow access to the rest of the campus. The campus installed the “Hall Pass” system for visitor badges.

Additional magnetic doors have been added to the gym entrances nearest the portables as well as into B hallway.

We have 4 monitors who monitor the halls and perimeter. We also have our Eagle Eyes, similar to Watch Dogs at the elementary level, where parents volunteer to monitor the campus. While this school year was limited in parental support through our Eagle Eyes, we are working to ensure a commitment from a campus Parent Liaison where they will help to build this once strong and very active program at Ensor MS.

Our campus is surrounded by an enclosed fence which limits access to intruders, and we added 5 additional cameras throughout the campus. Our teachers are visible on campus monitoring hot spots and halls before school, during transition, and after school. Teachers keep classroom doors locked at all times.

We will continue to promote positive behavior yet address negative behavior through our motto of One-Voice, One-Heart, One-Team, because We Are Ensor!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We saw an increase in incidents regarding social media and cyber bullying. **Root Cause:** To be proactive, we will change our approach in addressing students by meeting with students, parents, administrators and counselors to address the inappropriate behaviors that could lead to unsafe situations.

Problem Statement 2: We saw a decrease in parent involvement across the campus throughout the school year. **Root Cause:** We had two parent liaisons hired during this school year, both left for medical and personal reasons. We are currently in the process of securing another hire. Without a proper catalyst between our community and school, we are left with minimal results from volunteers.

Priority Problem Statements

Problem Statement 1: At EMS, in SPED Reading Indicator #1 we had a 54.2% pass rate due to

Root Cause 1: teachers not providing corrective instruction to students after every assessment/data analysis cycle and failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1,2, and 3. Teachers are hesitant to try new instructional practices.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: At EMS, in Science for Indicator #2 ESL, we attained 46.7% or 2 on PBMAS due to

Root Cause 2: the campus instructional leaders and teachers track the progress of struggling students and the effectiveness of these intervention strategies to include academic vocabulary/language and how they conceptualize the vocabulary.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: At EMS, in Reading for Indicator #2 ESL, we attained 51.5% or 2 on PBMAS due to

Root Cause 3: the campus failed to identify struggling students in language and assigning appropriate intervention strategies for Tiers 1, 2, 3 which requires adding a language acquisition class to our master.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: At EMS, in Social Studies for Indicator #2 ESL, we attained 53.3% or 2 on PBMAS due to

Root Cause 4: the campus instructional leaders and teachers track the progress of struggling students and the effectiveness of these intervention strategies to include academic vocabulary/language, events and time periods, and how SIOP is implemented. For example, determining the old English word vs the modern language.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: At EMS, in Writing for Indicator #2 ESL, we attained 19.5% or a 3 on PBMAS due to

Root Cause 5: teachers failing to develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal to include multiple opportunities for students to practice.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: At EMS, in SPED Writing Indicator #1 we had a 42.3% pass rate due to

Root Cause 6: the campus is failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1, 2, and 3.

Problem Statement 6 Areas: Student Academic Achievement

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, SISD will continue to implement a plan of action to ensure that district stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by an actual number of 90 on the next SISD climate survey.

Evaluation Data Source(s) 1: Comparison of the 2016-2017 and 2018-2019 student climate survey results

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue with the current safety strategies. Parent Liaison should promote and recruit more parents for Eagle Eyes program.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Provide all faculty and staff training on our Emergency Operations Plan during the first week of professional development and periodically throughout the school year.</p>	2.4, 2.6	Campus EOP Manager; Administrator	Sign-in sheets; presentations held by administrators; Agendas; Record of drills conducted			
Funding Sources: 199 - General - 500.00						
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Conduct the following drills: fire drills (monthly), lockdown, shelter in place, reverse evacuation, and severe weather</p>	2.4, 2.6	EOP Manager; Administration; Faculty; Staff; SRO; School Nurse; DSC personnel	Record of documentation submitted to district			

<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Promote and recruit parents to participate in our Eagle Eye program. These parents assist and support the campus by monitoring students during class transitions, during lunches, and during STAAR testing.</p>	2.4, 3.2	Administration; Parent Liaison	Agendas and sign in sheets for parent meetings; Front office records of parent attendance; Reduction in discipline issues and student referrals			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) Administration, counselors, SRO, campus security, and teachers will be out in the hallways, monitoring students during transition and on duty before/after school. Administrators, SRO, and campus security will be in the cafeteria and outside monitoring students during lunches.</p>	2.4, 2.6	Administration; Counselors; Faculty; SRO; Campus Security	Reduction in discipline issues and student referrals			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) Conduct routine perimeter checks. Ensure that all faculty, staff, and students wear their ID badges and all visitors to the campus obtain and wear a Visitor Pass. (No Intruders On Campus!). Ensure that exterior doors, other than front entrance and gym entrance doors, remain closed and locked throughout the school day. Ensure that no students are out of class without a hall pass.</p>	2.4, 2.6	Administration; Entire Faculty; SRO; Campus Security	Faculty and student badges, Visitor identification stickers; Hall passes; No Intruders!; Documentation of intruder violations; Reduction of discipline issues and student referrals			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 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, we will maintain our effectiveness in reducing the number of bullying-related incidents reported at Col. John O. Ensor Middle School by 1%.

Evaluation Data Source(s) 2: counselor and administrator documentation, discipline reports, record of bullying occurrences

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Counselors continue to provide lessons and present during PD's

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Provide all campus teachers continued training on the Anti-bullying/SEL Curriculum.</p>	2.4, 2.6	SEL Facilitator; SEL Committee; Administration	Sign-in sheets; Agendas; SEL Curriculum; SEL Committee minutes; Lesson plans; Walkthroughs			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Conduct Anti-bullying/SEL lessons every Wednesday through Super School. Teachers will follow the Anti-bullying/SEL curriculum. Counselors, Security Guard, and School Resource Officer will conduct classroom presentations to reinforce the program.</p>	2.4, 2.6	SEL Facilitator; Administration; Counselors; Faculty; SRO	Classroom walkthroughs by administration; Calendar of presentations held by Counselors, Security Guard, and School Resource Officer; Record of Counselors mediation sessions related to bullying incidents and referrals to administration; Administrative record of bullying incidents			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) Promote a safe and drug free environment through presentations and training such as Connecting with Kids and Anti-bullying/SEL Curriculum.</p>	2.4, 2.6	Administration; Faculty; Staff; SRO; Security; School Nurse; DSC Personnel	Record of counselor, SRO, and teacher mediation sessions related to bullying incidents and referrals to administration; Calendar of presentations held by counselors and school resource officer			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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

Performance Objective 1: By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2% in all of the core content areas on all STAAR assessments.

Evaluation Data Source(s) 1: common assessment data, benchmark data, TELPAS data, STAAR data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We are still pending 2018-19 STAAR results. Continue to review data and adjust accordingly through PLC. Review strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Create master schedule that fosters college and career readiness.</p>	2.4, 2.5, 2.6	Administration, faculty, Counselors, PEIMS clerk.	Number of students enrolled in Pre-AP classes, high school credit courses, and the AVID elective; STAAR/EOC results, TELPAS results, PSAT, Credit-by-Exam, high school credits earned.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Teachers serving Pre-AP students will be provided the opportunity to attend Spring Board training during the summer. Teachers who are not Pre-AP certified, will receive their certification by completing these professional developments. Providing teachers with this training will provide teachers with new curriculum and strategies for stretching student learning. As teachers incorporate these learnings into instructional practices, the challenging activities completed in a cooperative learning environment will translate into an increased number of students attaining Mastery on the STAAR Assessments.</p>	2.4, 2.5, 2.6	Administration; SCEIs	P/AP certification; Lesson plans; Walk-throughs; T-TESS observations; common assessment data, benchmark data, STAAR Results			
Funding Sources: 199 - General: Gifted and Talented - 2000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) We will renew our AVID license so that our students will continue to use the AVID products such as books for the AVID school library and AVID WICOR strategies that promote college readiness and AVID school-wide.</p>	2.4, 2.6	Administration, AVID coordinator, AVID sight team members, faculty, district personnel	Number of students in AVID, AVID site team members list, AVID meeting agendas and minutes, AVID binders, AVID campus audits from district and AVID institute, STAAR results.			
Funding Sources: 211 - Title I, Part A - 4000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Provide a rigorous college preparedness curriculum to students in all core content areas by following the Fundamental Five instructional model, utilizing AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies school wide, including innovative inquiry based instruction which incorporates effective research based strategies such as SIOP and Kagan, integrating technology into instructional practices; and incorporating the use supplemental materials such as I-ready Math, Scholastic Magazines, Total Motivation and STEM scopes, Edmentum Exact Path, STAAR Mastery.</p>	2.4, 2.6	Administration, faculty, Counselor, SCEI coaches.	Lesson plans, student projects, school wide walk-throughs, T-TESS evaluations, department meeting notes, AVID binders, AVID meeting sign in sheets, AVID meeting agendas and minutes, common assessment data, benchmark data, STAAR results.			
<p>Funding Sources: 199 - General - 6000.00, 211 - Title I, Part A - 5000.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Provide professional development opportunities for veteran and new AVID sight team members at the AVID institute in Denver, Colorado. Veteran and new AVID sight team members will also attend local training this summer. The sight team will, in turn, provide professional development to the faculty in order to promote the AVID elective classes and the use of WICOR strategies school wide.</p>	2.4, 2.6	Administration, AVID site team, AVID coordinator, DSC.	AVID boost certifications, WICOR professional development agendas, sign in sheets, lesson plans, school wide walkthroughs, T-TESS evaluations, AVID binders, AVID campus certification, common assessment, benchmark, and STAAR/EOC results.			
<p>Funding Sources: 211 - Title I, Part A - 20000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Provide professional development opportunities to faculty on effective, research-based strategies including Spring Board, Fundamental Five, WICOR strategies, SIOP best practices, differentiated instruction, co-teaching that works, T-TESS evaluation, integration of technology into instruction, using data to drive instruction, and specific content area instructional approaches. Teachers will incorporate what they have learned into classroom instruction which will promote college and career readiness by enhancing student learning outcomes.</p>	2.4, 2.6	Administration, district personnel, SCEI coaches, AVID site team, Region 19, department chairs.	Professional development agendas, sign-in sheets, lesson plans, school wide walk throughs, T-TESS evaluations, student work samples, AVID binders, AVID campus certifications common assessment, benchmark, and STAAR/EOC results.			
<p>Funding Sources: 199 - General - 2500.00</p>						

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>7) Purchase general supplies and supplemental instructional materials such as books for Latinos in Literacy, Scholastic, STAAR Master, ink cartridges, TI-Nspire batteries, microscopes, CD players, headphones for READ 180, headphones for STAAR Online Testing and TELPAS testing, Dyslexia, and STAAR Online testing. Purchase paper to copy district required assessments and answer documents. Purchase SPED instructional programs to include license fees to meet the needs of our SPED students. Purchase dictionaries for student accessibility.</p>	2.4, 2.6	Administrators, SCEIs	Supply inventory; Lesson plans; Parent meetings; Agendas for parent meetings; Sign in sheets; common assessment data: benchmark data; TELPAS data; STAAR results			
<p>Funding Sources: 199 - General - 3500.00, 199 - General Fund : Special Education - 3000.00, 199 - General: Gifted and Talented - 2000.00, 199 - General Fund: Bilingual - 3500.00, 211 - Title I, Part A - 25000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) We will use data to analyze student academic performance and identify students who need support in specific content areas. We will provide scaffolded support to students who are performing at all four identified performance levels (did not meet, approaches, meets, and masters). We will utilize Super School home room classes and content specific interventions/tutoring to ensure that all students are provided with opportunities to learn and grow cognitively. By doing so, we will promote the movement of students from their current performance level, upward to at least the next higher performance level.</p>	2.4, 2.5, 2.6	Administrators, SPED teaches, General Ed teachers, Pre-AP teachers, GT teachers, SCEI coaches	Eduphoria data reports, District issued performance data, State issued data reports, list of students who were placed in the next grade level, list of 5th grade SSI students who did not pass the Math and or Reading STAAR Test, Classroom observations of homeroom classes, classroom observations of tutoring classes, documentation of interventions for students by SCEI coaches, common assessment data, benchmark data, TELPAS data, STAAR results			
<p>Funding Sources: 211 - Title I, Part A - 6000.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) Provide GT students in grades 6th, 7th, and 8th the opportunity to attend and compete in Team Quest, and to attend educational field trips. Provide GT students an opportunity to participate in Destination Imagination. Provide GT students an opportunity to work on Performance Standard projects after school.</p>	2.4, 2.5	Administration, GT coordinator, DI facilitator.	Number of students participating in GT showcase, after school practices, Team Quest and Destination Imagination teams, number of completed projects, GT showcase.			
<p>Funding Sources: 199 - General: Gifted and Talented - 9000.00, 199 - General - 1500.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>10) Purchase new computers, Interactive Projectors, interactive connector cords, ELMOs, software licenses, cameras, scanners, printers, and in-focus projector/bulbs.</p>	2.4, 2.6	Administration, GT coordinator, Sped, department chair, SCEI coaches, Bilingual/ESL teachers.	Administrative walkthroughs, number of students and teachers using technology equipment.			
<p>Funding Sources: 211 - Title I, Part A - 25000.00, 199 - General Fund: Bilingual - 500.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Provide P/AP courses in Math, ELAR, Science, and Social Studies in 6th, 7th, and 8th grades.</p>	2.4, 2.6	Administration, faculty, PEIMs Clerk, Counselors.	Number of students enrolled in Pre-AP classes, PSAT results, STAAR results, STAAR EOC results.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>12) Utilize Lexia SOS and System 44 for Read 180 and Dyslexia, Path Blazer for Reading, Compass Learning and Study Island for ELAR and Math, and Total Motivation for interventions to improve reading, math, and science.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEI coaches.	Identify students utilizing programs, number of students who showed growth from pre-tests to post-tests, number of students demonstrating monthly growth from assessment data, number of students demonstrating improvement in reading, writing, and math on campus, district, and state assessments.			
<p>Funding Sources: 211 - Title I, Part A - 5000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>13) Provide after school, intersession, Saturday school, and Summer school tutorials and enrichment classes for students in Math, ELAR, Science, and Social Studies.</p>	2.4, 2.5, 2.6	Administration, faculty, department chairs, SCEI coaches.	Lesson plans, student data, class rosters, attendance records, three, six, and nine week progress reports, report cards, common assessment data, benchmark data, nine-week failure reports, semester failure reports, attendance sheets, Master schedule, beginning of the year (BOY) middle of the year (MOY), end of year (EOY) common assessments, benchmark and STAAR results.			
<p>Funding Sources: 211 - Title I, Part A - 35000.00, 199 - General Fund: Bilingual - 12600.00, 199 - General Fund : Special Education - 8800.00, 199 - General Fund: SCE - 36770.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>14) Administrators, SCEI coaches, and teachers will conduct ongoing data analysis of student performance using reports from Eduphoria, Tyler Pulse, Lead4ward, district provided comparison reports, and the Texas Academic Performance Report (TAPR). This data will be routinely analyzed and discussed collaboratively in order to monitor the progress of specific populations of students. We will identify strengths in instruction and gaps in learning. We will utilize this information to guide us in setting goals, sharing best practices, and designing new instructional approaches.</p>	2.4, 2.6	Administration, SCEI coaches, teachers.	Data talks documentation, lesson plans, three and six week progress reports, nine weeks report cards, common assessments, district benchmarks, STAAR results, tutoring sign in sheets, monitoring of at-risk students, summer school rosters, attendance sheets.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 2: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Reading district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2%, on the 6th, 7th, 8th, and over-all performance in Reading on the STAAR assessments.

Overall:
 We will grow from 85% to at least 87% in Approaches grade level.
 We will grow from 52.7% to at least 54.7% in Meets grade level.
 We will grow from 28.4% to at least 30.4% in Masters grade level.

6th grade:
 We will grow from 78.4% to at least 80.4% in Approaches grade level.
 We will grow from 43.1% to at least 45.1% in Meets grade level.
 We will grow from 21.6% to at least 23.6% in Masters grade level.

7th grade:
 We will grow from 84.1% to at least 86.1% in Approaches grade level.
 We will grow from 57.8% to at least 59.8% in Meets grade level.
 We will grow from 33.2% to at least 35.2% in Masters grade level.

8th Grade:
 We will grow from 91.4% to at least 93.4% in Approaches grade level.
 We will grow from 56.1% to at least 58.1% in Meets grade level.
 We will grow from 29.7% to 31.7% in Masters grade level.

Evaluation Data Source(s) 2: common assessment data, benchmark data, TELPAS data, and STAAR data

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We are still pending 2019 STAAR scores. Continue with all the practice of strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in reading through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school. Provide teachers with professional development in the areas of SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEI coaches, department chair	Three and six week progress reports. nine week report cards. Common assessment, benchmark and STAAR results. Weekly student referrals to homework central, intersession and summer school sign in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) In order to address reading comprehension skills to include inferences and summarization, and improve STAAR reading scores; SPED students will be scheduled into a Super School class and will be provided appropriate interventions such as: Study Island and Exact Path.</p>	2.4, 2.5, 2.6	ELAR Teachers, SCEIs, Admin.	To increase end of year Reading STAAR progress in reading by 5%.			
Problem Statements: Student Academic Achievement 2						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) In order to address ESL struggling students language acquisition, Inferencing and summarization students will be scheduled into a Super School class and will be provided appropriate interventions such as: Study Island, Exact Path</p>	2.4, 2.5, 2.6	ELAR SCEIs, Admin	To increase end of year STAAR Reading progress by 5%.			
Problem Statements: Student Academic Achievement 5						
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: At EMS, in SPED Reading Indicator #1 we had a 54.2% pass rate due to Root Cause 2: teachers not providing corrective instruction to students after every assessment/data analysis cycle and failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1,2, and 3. Teachers are hesitant to try new instructional practices.</p>
<p>Problem Statement 5: At EMS, in Reading for Indicator #2 ESL, we attained 51.5% or 2 on PBMAS due to Root Cause 5: the campus failed to identify struggling students in language and assigning appropriate intervention strategies for Tiers 1, 2, 3 which requires adding a language acquisition class to our master.</p>

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

Performance Objective 3: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Math district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2%, on the 6th, 7th, 8th, and over-all performance in Math on the STAAR assessments.

Over all:
 We will grow from 90.7% to at least 92.7% in Approaches grade level.
 We will grow from 60.7% to at least 62.7% in Meets grade level.
 We will grow from 28.6% to 30.6% in Masters grade level.

6th grade:
 We will grow from 83.7% to at least 85.7% in Approaches grade level.
 We will grow from 45.8% to at least 47.8% in Meets grade level.
 We will grow from 17.2% to at least 19.2% in Masters grade level.

7th grade:
 We will grow from 92.0% to at least 94.0% in Approaches grade level.
 We will grow from 58.9% to at least 60.9% in Meets grade level.
 We will grow from 30.0% to at least 32.0% in Masters grade level.

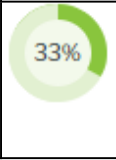
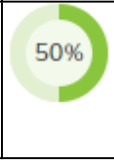
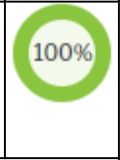



8th grade:
 We will grow from 95.8% to at least 97.8% in Approaches grade level.
 We will grow from 76.1% to at least 78.1% in Meets grade level.
 We will grow from 37.7% to at least 39.7% in Masters grade level.

Evaluation Data Source(s) 3: common assessment data, benchmark data, TELPAS data, and STAAR data

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We are still pending 2019 STAAR scores. Continue with all the practice of strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in math through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school. Provide teachers with professional development in the areas of SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning, and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEIs, department chair	Three and six week progress reports, nine week report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly student referrals to homework central, intersession and summer school sign in sheets.			
<p>Funding Sources: 211 - Title I, Part A - 20000.00</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 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: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Science district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2% on the 8th grade Science STAAR Assessments.

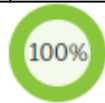
We will grow from 89.3% to at least 91.3% in Approaches grade level.
 We will grow from 68.2% to at least 70.2% in Meets grade level.
 We will grow from 39.6% to at least 41.6% in Masters grade level.

Evaluation Data Source(s) 4: common assessment data, benchmark data, 8th grade STAAR data

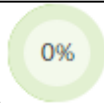
Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: We are still pending 2019 STAAR scores. Continue with all the practice of strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in science through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school. Provide teachers with professional development in the areas SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning, and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEI coaches, department chair.	Three and six week progress report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly referrals to homework central, intersession and summer school sign in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) In order to increase the Science STAAR pass rate for ESL students, progress will be tracked and the effectiveness of the intervention strategies to include academic vocabulary/language and how they conceptualize the vocabulary; teachers will be trained by the SPED IS team. They will train them on TEA allowable linguistic accommodations and allowable supplemental aids. This should reflect on teachers daily lesson plans.</p>	2.4, 2.5, 2.6	ESL IO, EMS teachers, Admin, SCEIs	To increase end of year STAAR progress in Science by 5%.			
Problem Statements: Student Academic Achievement 4						



= Accomplished



= No Progress



= Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 4: At EMS, in Science for Indicator #2 ESL, we attained 46.7% or 2 on PBMAS due to **Root Cause 4:** the campus instructional leaders and teachers track the progress of struggling students an the effectiveness of these intervention strategies to include academic vocabulary/language and how they conceptualize the vocabulary.

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: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Social Studies district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2% on the 8th grade Social Studies Assessment.

We will grow from 85.2% to at least 87.2% in Approaches grade level.
 We will grow from 48.8% to at least 50.8% in Meets grade level.
 We will grow from 27.2% to at least 29.2% in Masters grade level

Evaluation Data Source(s) 5: common assessment data, benchmark data, 8th grade STAAR data

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: We are still pending 2019 STAAR scores. Continue with all the practice of strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in social studies through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession and summer school. Provide teachers with professional development in the areas of SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEIs, department chair.	Three and six week progress reports, nine week report cards, common assessment, benchmark and STAAR results, sign in sheets for tutoring, weekly student referral for homework central, intersession and summer school sign-in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) ESL IS will train EMS staff on TEA allowable accommodations to include the process for ARF, Accommodation Resource Form.</p>	2.4, 2.5, 2.6	ESL IO, teachers, Admin, SCEIs	To increase end of year Social Studies STAAR progress by 5%.			
Problem Statements: Student Academic Achievement 6						
= Accomplished = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 6: At EMS, in Social Studies for Indicator #2 ESL, we attained 53.3% or 2 on PBMAS due to **Root Cause 6:** the campus instructional leaders and teachers track the progress of struggling students and the effectiveness of these intervention strategies to include academic vocabulary/language, events and time periods, and how SIOP is implemented. For example, determining the old English word vs the modern language.

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: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Writing district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will increase performance scores in the Approaches, Meets, and Masters categories, by at least 2% on the 7th grade Writing Assessment.

We will grow from 79.4% to at least 81.4% in Approaches grade level.
 We will grow from 52.4% to at least 54.4% in Meets grade level.
 We will grow from 18.3% to at least 20.3% in Masters grade level.

Evaluation Data Source(s) 6: common assessment data, benchmark data, TELPAS data, 7th grade STAAR data

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: We are still pending 2019 STAAR scores. Continue with all the practice of strategies and interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in writing through pull-out programs, peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school. Provide teachers with professional development in the areas of SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning, and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEI coaches, department chair.	Three and six week progress reports, nine week report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly student referrals to homework central, intersession and summer school sign in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) In order to address SPED Writing skills in the areas of grammar and mechanics Special Education students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path.</p>	2.4, 2.5, 2.6	ESL IO, EMS teachers, Admin, SCEIs	To increase end of year STAAR Writing progress by 5%			

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) In order to address ESL Writing skills in the areas of grammar and mechanics Special Education students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path and Empowering Writers.</p>	2.4, 2.5, 2.6	ELAR, SCEIs, Admin	To increase end of year Writing STAAR progress by 5%.			
	<p>Problem Statements: Student Academic Achievement 7</p>					
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) In order address SPED students who are struggling in writing, students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path and Empowering writers.</p>	2.4, 2.5, 2.6	ELAR, SCEIs, Admin	To increase end of year Writing STAAR progress by 5%.			
	<p>Problem Statements: Student Academic Achievement 8</p>					
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 6 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 7: At EMS, in Writing for Indicator #2 ESL, we attained 19.5% or a 3 on PBMAS due to Root Cause 7: teachers failing to develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal to include multiple opportunities for students to practice.</p>
<p>Problem Statement 8: At EMS, in SPED Writing Indicator #1 we had a 42.3% pass rate due to Root Cause 8: the campus is failing to identify struggling students and assigning appropriate intervention strategies for Tiers 1, 2, and 3.</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 7: Throughout the 2018-2019 school year, Ensor students will demonstrate continuous growth in performance on the Algebra district check point and benchmark assessments. By the end of the 2018-2019 school year, Colonel John O. Ensor Middle School will maintain a 100% passing rate (Approaches grade level). We will increase performance in the Meets, and Masters categories, by at least 2% on the EOC Algebra Assessment.

Evaluation Data Source(s) 7: common assessment data, benchmark data, TELPAS data, 7th grade STAAR data

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: We are still pending 2018-19 STAAR Scores. The math department has been restructured for 2019-20 school year in a attempt to meet all math goals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide tutoring in Algebra through peer tutoring, homeroom interventions, after school tutoring, Saturday school, intersession, and summer school. Provide teachers with professional development in the areas of SIOP, Kagan, Fundamental Five, Co-Teaching, Blended Learning, and Performance Level Descriptors.</p>	2.4, 2.5, 2.6	Administration, faculty, SCEI coaches, department chair.	Three and six week progress reports, nine week report cards, common assessment, benchmark, and STAAR results, sign in sheets for tutoring, weekly student referrals to homework central, intersession and summer school sign in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
= Accomplished = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel in order to maximize instructional delivery and ensure that our students receive a rigorous, high quality education that promotes college and career readiness.













Performance Objective 1: For the 2018-2019 school year, at least 85% of the teachers who are observed, will attain an overall rating of at least "proficient" on their TTESS Observations, and Summative Evaluations.







Evaluation Data Source(s) 1: data and documentation in Eduphoria (teacher lesson plans, journal entree communication about student behaviors, student performance and intervention methods utilized to assist and promote student growth, T-TESS walk through summaries, T-TESS goal setting reports, T-TESS observation summaries, T-TESS pre- post- and summative conference reports, T-TESS observations, student/teacher comparative data reports), teacher artifacts, evidence of teacher participation in professional development, evidence of instructional implementation of concepts learned from teacher training (lesson plans, walk through data, PD certificates of completion), power walk-teacher and campus summaries, district and state issued student/teacher performance data, T-TESS rubric, other documentation of incidents and conferences (emails, coaching plans, growth plans, letter of reprimand, etc)

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue to train and coach teachers on TTESS and SLOs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) prior to providing instruction to students. Teachers will continue to receive training related to the T-TESS throughout the year.</p>	2.4	Administration; Teachers; DSC	Teacher Self Assessment: T-TESS Goal Setting and Professional Development; T-TESS Pre-conference; T-TESS Evaluations; T-TESS End of year conference			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Within 6 weeks of the first day of school, teachers must: Identify the data and processes used to access their students' academic and developmental needs; Identify the data and processes used to access their own professional growth areas. Work with administration on their T-TESS Goals.</p>	2.4, 2.6	Administration; Teachers; DSC	All teachers will complete and provide their appraiser with Part I: Data Analysis and Goal Setting on the T-TESS Goal Setting and Professional Development Template within six weeks of the first day of school.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Each Administrator will conduct a minimum of 5 walk-throughs every other week, providing documented feedback to teachers within 48 hours.</p>	2.4, 2.6	Administration; Teachers; DSC	Number of walk-throughs conducted; Evaluation ratings(Improvement Needed, Developing, Proficient, Accomplished, Distinguished) in each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Response to ratings, feedback, and evidence provided in evaluation data and in conferences.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Prior to announced observations, the appraiser will conduct "pre-conference" meetings with teachers to ask pertinent background questions about the lesson and the students in the class in order to provide context for the upcoming observations. The overall purpose of the pre-conference is for the appraiser and the teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference provides quality time for the evaluator and teacher to meet prior to the formal observation.</p>	2.4, 2.6	Administration; Teachers; DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities)			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Appraisers will conduct "post conference" meetings with teachers who have completed Formal T-TESS observations. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lesson with guidance and support from the administrators who conducted the observation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth.</p>	2.4, 2.6	Administration; Teachers; DSC	The Four Key Elements of the Instructional Post-Conference will be conducted, including the review of the teachers overall Review Rating; Student academic performance on informal and formal assessments; Common assessments, benchmarks, and STAAR results; Evidence of professional goal attainment			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Prior to the End-of-Year Conference, all teachers must identify the evidence of goal attainment/progress for 2 goals, including personal professional growth attained and the impact this had on students achievement. Teachers must describe how they used these goals and the professional developments to impact instruction and students.</p>	2.4, 2.6	Administration; Teachers; DSC	Prior to the End-of Year Conference, teachers must complete and provide their appraiser with Part II: Goal Reflections on the T-TESS Goal Setting and Professional Development Template			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) During the latter part of the second semester, administration must conduct a "Summative" End-of-Year Conference with all teachers. For teachers who participated the T-TESS Pre-Conference, T-TESS Observation, and T-TESS Post Conference Meetings, Walk-Throughs, Power Walks, and additionally accumulated performance data may be utilized to make adjustments to T-TESS Observation Evaluation for the final rating for Domains 1, 2 and 3. During this conference, all teachers will present artifacts and data to support their efforts to attain their professional goals. All teachers will also receive their evaluative rating for Domain 4.</p>	2.4, 2.6	Administration; Teachers	Prior to the end of the school year, teachers must write their preliminary goals for the following school year, based on personal professional growth goals which connect the learning needs of future students. Prior to the end of the first six weeks of school teachers can make adjustments to their goals, after further data on teacher/student performance is available to evaluate.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished</div> <div style="text-align: center;"> = No Progress</div> <div style="text-align: center;"> = Discontinue</div> </div>						







Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel in order to maximize instructional delivery and ensure that our students receive a rigorous, high quality education that promotes college and career readiness.










Performance Objective 2: For the 2018-2019 school year, 100% of the educators, counselors, and administrators will be Highly Qualified and Certified in their related field of expertise. We will retain at least 93% of our professional staff throughout the school year and for the 2019-2020 school year.







Evaluation Data Source(s) 2: certification documentation (verification of current professional certification, verification of current T-TESS evaluator certification, verification of completion of campus and district provided professional development, verification of completion of professional development attained by teachers to match growth goals provided by the teachers) , evidence of implementation of knowledge and strategies attained through completed professional developments (lesson plans, walk through documentation, observation documentation), teacher retention rates, teacher transfer request, and the Campus Climate Survey.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to provide training and support to all faculty and staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide highly qualified teachers in all academic subjects.</p>	2.4, 2.6	Administration; HR at District	Master schedule; Student enrolled in classes; Enrollment dictates number of teachers needed			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) We will utilize a consistent, well planned, and organized interview process to ensure that we are hiring the right personnel for specific positions. Interviewees will have a limited amount of time to answer a variety of questions related to the job. As a committee, we will collectively determine and recommend the most qualified candidate.</p>	2.4	Administrators; Department Chairs; SCEI Coaches; Teachers; Faculty	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Student outcomes			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>3) Based on strengths and professional development goals, faculty members will be strategically placed into collaborative teams which will address specific needs of the campus community. All team members will be responsible for participating in determining needs, creating goals, and executing plans to solve problems and promote progress. All teachers will be involved in the decision making process that will lead to the academic achievement of students.</p>	2.4, 2.6	Administration; Counselors; Teachers; Faculty	Reports and data related to team responsibilities; Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>4) We will provide all teachers with the support that is necessary for them to be successful in their craft. Teachers will be provided with training and professional development opportunities that are needed to promote the social, emotional, and academic needs of our students. Teachers will also select professional development that promotes personal growth and continuous learning. Teachers will be provided with the necessary resources, equipment, and technology to teach efficiently and effectively. Administration will work collaboratively with all teachers to provide guidance, coaching, and mentoring.</p>	2.4, 2.6	Administration; Teachers; DSC; Region 19; SCEIs	Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Teachers will create routines and rituals that are conducive to student centered learning. Teachers will manage classroom behaviors, limiting interruptions to student learning, and maintaining communication with parents, as needed. The Administration will assist teachers with student discipline concerns that may interfere with the teachers' ability to teach and/or the students' ability to learn.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration; Teachers	Campus Climate Survey; Walk-through and T-TESS observations; Pre and Post T-Tess Conferences; Beginning of year and end of year T-Tess Conferences; Documentation of incidents; number of teacher referrals; E-mails and phone call documentation of parent contacts			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Teachers will be provided with the support of their team members. All teachers will have opportunities to work collaboratively in Professional Learning Communities. Members will evaluate performance data, compare results, share instructional ideas, teach and learn best practices, plan instruction, and write collective lesson plans to maximize student learning.</p>	<p>2.4, 2.6</p>	<p>Administration; Teachers</p>	<p>Campus Climate Survey; Number of teachers requesting transfers; Teacher retention rates; Lesson plans; PLC sign in sheets; Meeting agendas; Data Talk documentation; Domain 4 of Summative T-TESS evaluation</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel in order to maximize instructional delivery and ensure that our students receive a rigorous, high quality education that promotes college and career readiness.

Performance Objective 3: Throughout the 2018-2019 school year, our educators and support staff will be provided with multiple campus level, district level, and personal preference professional development opportunities to promote personal and collaborative professional growth. Newly acquired professional learning will be implemented into professional practices which will enhance student centered instruction. As a result, student achievement will increase by at least 3% overall, in each of the tested areas of the STAAR.

Evaluation Data Source(s) 3: teacher created T-Tess goals, verification of completion of campus and district provided professional development, verification of completion of professional development attained by teachers to match growth goals provided by the teachers, evidence of implementation of knowledge and strategies attained through completed professional developments (lesson plans, walk-through documentation, observation documentation), common assessment data, benchmark data, TELPAS data, and STAAR data

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Teacher will continue to attend all required PD and training will be embedded into PLC.s and PD throughout the year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Educators will have the opportunity to participate in multiple professional developments throughout the school year. Training will be provided at the campus, district, and Region 19 ESC. Teachers will be expected to incorporate strategies and concepts learned into instructional practices that impact student performance.</p>	2.4, 2.6	Administration; Faculty; SCEI Coaches; DSC	Sign-in sheets; Certifications; Lesson Plans; Walk-throughs; T-TESS Observation; STAAR results			
Funding Sources: 211 - Title I, Part A - 20000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) We will provide Ensor employees the opportunity to attend the AVID Summer Institute to receive professional development on the AVID Philosophy and instructional strategies. New campus educators will continue to be invited to attend the AVID Institute. Invited teachers who choose to participate in the Summer training will become the campus AVID Site Team for the new school year. Site Team members will return to Ensor prepared to provide professional development to the campus teachers. They will provide AVID school wide training in WICOR, Cornell Notes, Socratic Seminar and other strategies during staff development. Together we will encourage participation in the AVID Elective classes, incorporate WICOR strategies into instruction, and promote AVID School Wide.</p>	2.4, 2.6	Administration; AVID Site Team; AVID Coordinator; Faculty; DSC	Number of students in AVID; AVID site Team member list; AVID meetings sign-in sheets; Agendas; AVID minutes; Campus professional development sign in sheets and agendas; Lesson Plans; Walk-through data; T-TESS Observations; AVID Binders; STAAR results			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Professional developments opportunities will be provided to teachers related to the incorporation of technological support and teaching approaches. All teachers and administrators will participate in the "Digital Nurturing Academics Technology Conference 2018." The teachers will learn how to incorporate technology programs such as Nearod, Edmodo, Quizziz, Plickers, Skype, etc..., to enhance student centered learning. Teachers will learn to use programs such as Edmodo and Lead4ward to generate data in order monitor student and teacher success. Other technology will be learned and utilized to provide students with interventions and support.</p>	2.4, 2.5, 2.6	Administration; SCEI coaches; Faculty; DSC	Number of teachers registered for professional development; Evidence of technology supported instruction will be observed and documented in walk-throughs and T-TESS observations; Lesson plans and department/grade-level planning; Student projects, STAAR results			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) We will provide training on participation criteria, the Code of Conduct, the RTI process, determining and providing appropriate accommodations, STAAR Test Administration, TELPAS procedures, ARD procedures, 504 procedures, LPAC procedures, etc...</p>	2.4, 2.5, 2.6, 3.2	Administration; SCEI coaches; Faculty; Counselors; Diagnostician	Department and faculty meeting (agendas); Sign-in sheets; IEPs; ARD documentation; GT projects; Walk-throughs; STAAR monitoring documentation forms; Common assessments, benchmark, and STAAR results			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel in order to maximize instructional delivery and ensure that our students receive a rigorous, high quality education that promotes college and career readiness.

Performance Objective 4: For the 2018-2019 school year, 100% of our campus teachers and students will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 4: Training will be provided at the campus level, and attendance sheets will be monitored to ensure 100% participation of teachers and students.

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Training will be embedded in 2019-20 campus PD and parent night.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Training will be provided to faculty and staff regarding House Bill 5 graduation and attendance requirements.</p>	2.4, 2.6	Administration; Counselors	Sign-in sheets; Power point presentations; Professional development agendas			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Our counselors will provide two trainings for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Report Card Nights.</p>	2.4, 2.6, 3.2	Administration; Counselors	Sign-in sheets; Power point presentations; Professional development agendas			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						




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

Performance Objective 1: Throughout the 2018-2019 school year, Col. John O. Ensor Middle School will continuously increase parental involvement by providing at least 10 collaborative educational involvement activities and events for parents and community members, in order to promote teamwork and unity in the education of our students.

Evaluation Data Source(s) 1: events calendars, documentation of events, sign in sheets (with continuously increasing participation)

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue the communication with all stakeholders.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) We will establish clear expectations for our Parent Liaison. We will provide support in the form of appropriate training for our parent liaison, and the librarian will work collaboratively with the parent liaison to routinely plan calendars and set goals upcoming parent and community involvement events. This will help maximize our efforts to recruit and maintain parent and community membership.</p>	3.2	Parent Liaison; Administration; Librarian	Events Calendars, events agendas, sign in sheets			
Funding Sources: 211 - Title I, Part A - 1000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) We will host events and activities throughout the year for our parents and community members, in efforts to inform, educate, celebrate, and form collaborative relationships that are necessary for enhancing student learning. We will increase parent and community member involvement by addressing topics such as monitoring the use technology and social media, understanding and standing against bullying, home literacy, how to help children with homework, understanding student expectations and the Student Code of Conduct, House Bill 5 prerequisites and requirements, and being prepared for the transition to high school, and STAAR performance accountability.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration; Parent Liaison; Counselors, Teachers, Students	Event Agendas, sign in sheets for presenters and participants; Events evaluation surveys; Student behavior (referrals); and Academic performance (report cards); Benchmark data, TELPAS data, STAAR results			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) By the end of the 2018/2019 school year, Col. John O. Ensor Middle School will offer a minimum of 4 partnership activities with businesses, higher education institutions, and other outside agencies to support student education. The parent liaison will work in collaboration with the librarian, the counselors, and administration to schedule, promote, and facilitate these events.</p>	2.4, 2.6, 3.2	Parent liaison; Administration; Librarian; Counselors	Partnership plan and agenda, Events calendar; sign in sheets for presenters and participants; meeting evaluation surveys			
Funding Sources: 211 - Title I, Part A - 500.00						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 2: For the 2018-2019 school year, Col. John O. Ensor Middle School will offer at least 4 customer service training sessions to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 2: meeting agendas, employee sign in sheets

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue to refine customer services practices.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Customer service training will be provided to the teachers during PLC, at least once every nine weeks. This training will also be provided to remainder of the staff on a quarterly basis. This training, with an emphasis on "Servant Leadership," will help to reenforce efforts to positively impact the climate and culture of the school, by focussing on treating all community members, including students, parents, co-workers, and community members, with dignity and respect.</p>	3.2	Administration; Counselors	Professional Development Agenda; Sign in sheets; Documented parent meetings; Documented conferences with staff members; Domain 4 of Summative T-TESS evaluation.			
<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 3: For the 2018-2019 school year, Col. John O. Ensor Middle School will increase parent involvement by a minimum of 5%, by providing communication and inviting parent involvement through a variety of means. Increasing parental awareness and participation will lead us to building relationships with parents. These partnerships will directly impact student discipline and academic success, resulting in a decrease in a 5% decrease in disciplinary referrals, and a 3% increase in academic achievement scores.

Evaluation Data Source(s) 3: records of communication with parents, documentation of meetings with parents, number of discipline referrals written, progress reports, report cards, benchmark data, TELPAS data, and STAAR results

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue all efforts to have consistent communication with all stakeholders.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) During registration, we will distribute a jointly developed parent and family engagement compact. The parent and family engagement policy will highlight key information about our campus in a format that easy to understand. It will emphasize expectations for both students and for parents, along with expectations for the campus. The compact will be written both in English and in Spanish. A page will be designated for the signature of both the student and the parent. To the greatest extent possible, signature pages will be collected during the registration process. Those that cannot be collected at this time, will be collected throughout the first week of school. We will ensure that signature pages have been returned with signatures from both the student and the parent, for all students that attend Col. John O. Ensor Middle School. This documentation will be kept for record to ensure that all students and parents have received and understand our parent and family engagement policy.</p>	3.1, 3.2	Administration; Super School - Homeroom teachers; Front office personell	collected Compact signature pages with completed student and parent signatures.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Efforts to communicate with parents and encourage participation in student education will be provided through a variety of efforts including: emails, parent phone calls, broadcast texting, all-calls, pamphlets and fliers, Campus web page, Teacher web pages, Twitter, parent portal, progress reports, report cards, AVID binder instructional schedules, broadcast texting to parents, two student lead parent conference nights (1 per semester), UIL parent participation coaches meetings (1 per semester), written consent forms to participate in tutoring/intersession/summer school, individual and group parent conferences during designated teacher conference times, RTI meetings, LPAC meetings, 504 meetings, ARD meetings, IEP progress reports, GT showcase, scheduled parent and community involvement events, parent literacy nights, etc... By communicating effectively with parents, we will encourage parents to work together with us to support our students social, emotional, and achademic needs.</p>	2.4, 2.5, 2.6, 3.2	Administration; Parent Liaison, Librarian; Teachers; Front office personnel; Special Education Scheduling Clerk; Diagnostician; Counselors	Encourage participation with parents through a variety of means in order to keep parents informed and involved in our childrens education - Phone call logs; emails kept in an electronic or hard copy folder; documentation of conerences and/or meetings; notes about parent interactions documented by administration, counselors, SCEIs, or teachers in Eduphoria, documented LPC mintes, IEPs, 504 Plans, parent and teacher initialed homework and student participation agendas, Sign in sheets; Disciline referrals; progress reports, report cards, benchmark data, TELPAS data, STAAR results			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: For the 2018-2019 school year, students in each subgroup will increase scores by a minimum of 3%, in each tested area, compared to the previous year's performance of the same students.

Evaluation Data Source(s) 1: common assessment data, benchmark data, TELPAS data, 7th grade STAAR data,

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue to identify students in need and address all their performance gaps.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) We will provide accelerated and differentiated instruction for LEP, SPED, and other struggling students during classes throughout the school day. Additional support will be offered after school, during Saturday School, during Fall and Spring Intersession, and during Summer School. Accelerated Instruction Plans will be created, by accountable teachers, for student who are in danger of not passing to the next grade level.</p>	2.4, 2.5, 2.6	Administration; Faculty; SCEI coaches; At-Risk Aide(s); Title III Instructional/LPAC Aide	Student rosters; Lesson Plans; Sign-in sheets; 3 and 6 week progress reports; Report cards; Informal and Formal assessments; IEP goals, Common assessments, Benchmark, and STAAR results			
Funding Sources: 199 - General Fund: Bilingual - 1500.00, 199 - General Fund : Special Education - 1500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Provide direct accelerated instruction (interventions) to at-risk students throughout the instructional day, particularly in reading, writing, and math. Teachers will document accelerated instruction/interventions for assigned students in Eduphoria every three weeks to meet state and federal guidelines.</p>	2.4, 2.5, 2.6	Administration, at-risk aides, faculty, SCEI coaches	Master schedule, at-risk management system (ARMS), weekly rosters log, three, six, and nine week progress reports, report cards, benchmark data, and STAAR results.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide a state compensatory educational instructional curriculum coach (SCEI) to facilitate Math, Science, ELAR, and Social Studies. SCEIs will work with all teachers across the curriculum in staff development, GT, At-Risk, ELL, Special Education, and best practices. At-risk and librarian aides will work with at-risk students.</p>	2.4, 2.5, 2.6	Administration, SCEI coaches, at-risk aides, librarian aide.	Sign in sheets, weekly activity logs, technology lab, calendar, presentation documentation, lesson plans, STAAR results.			
Funding Sources: 199 - General Fund: SCE - 150000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Comply with eighth grade math and reading requirements for students in danger of not meeting the state standards by providing tutoring services. Students in SSI must attend summer school to take the third STAAR administration. GPC will place/promote/retain students.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration, faculty, SCEI coaches.	Lesson plans, documentation of walk-throughs, common assessments, nine-week assessments, district benchmarks, tutoring sign in sheets, monitoring records for at-risk students, STAAR results, summer school rosters, attendance sheets.			
Funding Sources: 211 - Title I, Part A - 16000.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-2019 school year, 100% of Col. John O. Ensor students, encompassing all special populations and sub-populations, will be placed in proper learning environments and proper grade level to ensure that they reach their full potential.

Evaluation Data Source(s) 2: master schedule, IEPs, 504 plans, , ESL documentation and LPAC documentation, GT identifyers,

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue with all required areas in supporting our students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Ensure 100% of our students, 504 students are properly identified and appropriately placed, served and monitored by their assigned teachers. During the first week of school and there after, it is the responsibility every students teachers to identify their students and ensure that they are placed in the appropriate instructional setting. General education ELAR teachers, unless ESL certified, must ensure that none of their students are LEP, unless they happen to be a parent denial. During the first weeks of school it is also critical for all Special Education accommodations and BIPs to be distributed by the student's monitoring teacher (sped) or the student's assigned counselor (504). Either an electronic or a hard copy signature must be obtained from the receiving teacher for every student receiving these services. The campus GT facilitator must ensure that all GT students are placed into the appropriate Super School classes. The GT facilitator must also ensure that the teachers of GT students are aware of the enrichment opportunities that must be afforded to the GT students.</p>	2.4, 2.6	Administration; Scheduling clerk; Diagnosticians; Special education monitoring teacher; Special education co-teachers, ESL teachers; Counselors; General education teachers; Read 180 teacher, Elective teachers	Master Schedule; Tyler; IEPs; 504 plans; ESL and LPAC documentation; SPED and 504 accommodation signature pages; BIP signature pages.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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

Performance Objective 3: For the 2018-2019 school year, students enrolled in special education will increase performance in the areas of reading, math, writing, science, and social studies by 5% on the STAAR assessment.

Evaluation Data Source(s) 3: common assessments data, benchmark data, STAAR results

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue current system of passing out at the beginning of the year and when something changes within the IEP,

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) We will ensure that all teachers have received and have signed for required student accommodations and student BIPs. It is the teachers' of these students responsibility to ensure that appropriate accommodations are provided for each of their Sped students. It is also the teachers' of these students responsibility to ensure that interventions are provided to these students, as needed, in the form of scaffolded support, differentiated instruction, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School. If a student with special needs does not pass any of their classes for the nine week period, it is the monitoring teacher's responsibility to arrange for an ARD meeting to be held. The Co-teacher or the Specialized Support teacher teacher must adjust the student's learning goals and objectives in order to adjust instructional support to ensure that the student acquires the skill needed to learn the content.</p>	2.4, 2.5, 2.6, 3.2	Administration, SPED monitoring teachers; SPED co-teacher; General Ed teacher, SPED Specialized Support teacher, SPED aides	3-6-9 weeks check points; progress reports; report cards; IEP progress reports; ARD committee; campus, district, state assessments			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

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

Performance Objective 4: For the 2018-2019 school year, ELL students will increase performance in the areas of reading, math, writing, science, and social studies by a minimum of 5% on the STAAR assessments.

Evaluation Data Source(s) 4: common assessment data, benchmark data, TELPAS data, STAAR results

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Review accommodation in the fall semester and then in the Spring.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) We will identify appropriate language accommodations to provide to ELL students through LPAC meetings and student performance observations. It is the teachers' of these students responsibility to ensure that appropriate LEP accommodations are provided to these students. In addition to various instructional strategies, the teacher must incorporate SIOp strategies into instruction for all LEP students. ELLs must be provided the opportunity to listen, speak, read, and write on a routine basis. Teachers who do not possess SIOp training certification, must attend a related professional development before the end of the first semester, preferably within the first grading period. Interventions for these students must be provided in the form scaffolded instruction. Differentiated instruction may be provided within the classroom, through peer tutoring, through homeroom interventions, through after-school tutoring, Saturday School, Intersession, and Summer School.</p>	2.4, 2.5, 2.6, 3.2	Administration; LPAC committee; ESL teachers; General Ed teachers; Elective teachers, SCEI coaches, and TIAs	3-6-9 weeks check points; progress reports; report cards; common assessment data; benchmark data; TELPAS data; STAAR results			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 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, our English Language Learners will increase in performance, on the TELPAS Assessments, by one to two levels (beginning, intermediate, advanced, advanced high), in comparison to the previous year's results, in each of the rated categories (Listening, Speaking, Reading, and Writing).

Evaluation Data Source(s) 5: TELPAS data

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Revisit/Retrain in the Fundamental Five, SIOP, Differentiated Instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Our teachers will routinely implement Fundamental Five practices, embedding SIOP and blended learning strategies to accelerate student centered learning. Scaffolded instruction must be included to provide support for these students. Some examples of differentiated support may come in the form of word walls (with pictures), sentence starters, word banks, or peer tutoring. By ensuring that solid student centered instruction is being provided, we will also be ensuring that students are acquiring the necessary social, language and academic skills to learn and grow. Evidence of this growth will be seen in progress made in each of the rated categories.</p>	2.4, 2.6	Administration; LPAC committee; ESL teachers; General Ed teachers; Elective teachers; and SCEI coaches	3-6-9 weeks check points; progress reports; report cards; common assessment data; benchmark data; STAAR results; TELPAS DATA!!			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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




Performance Objective 6: For the 2018-2019 school year, the average daily attendance for students at Col. John O. Ensor Middle School, will be at 97% or higher.

Evaluation Data Source(s) 6: routinely monitored attendance reports

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue with all strategies and begin apply after the first 10 days of school.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) We will make daily phone calls to parents when students are not in attendance. We will educate parents and students about attendance requirements and the importance of being at school as often as possible.</p>	2.4, 2.6, 3.2	Attendance Clerk; Administrators; Counselors	Daily attendance reports			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) We will continue to encourage students to be in school with district campaign of Make it Count. Every nine weeks we will provide a prize to a randomly selected student with perfect attendance for the grading period. The student will be given the reward during the broadcast of the morning announcements. We will also have grade level attendance competitions for incentives such as "Jean Day Friday" for the grade level who has the best attendance for a three week period.</p>	2.4, 2.6	Attendance Clerk; Administrators; Counselors	Daily attendance rate to equal to or above 97%			
<p>Funding Sources: 199 - General - 200.00</p>						

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>3) We will continue to have monthly attendance committee meetings to document students with attendance concerns. For these students, we will hold meetings with these students and their parents. Together we will create and execute action plans for improving their attendance. Students may be required to make up instructional hours before school, during after school tutoring, during Saturday Schools, or during Intersession. Student who do not comply with the action plan may be required to go to Attendance Court with their parents.</p>	2.4, 2.6, 3.2	Attendance Clerk; Administrators; Counselors; Attendance Committee	Daily attendance report; Weekly attendance reports; 9 weeks attendance reports; Warning Letters; Attendance court			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>4) All faculty members are responsible for ensuring that students get to class on time. Teachers must take attendance at the beginning of every period. Parent contact must be made for students who are frequently tardy. If the student continues to be tardy after parent contact is made, a discipline referral must be written for the student. The faculty must also monitor the hallways during instructional time. Students are not allowed to be out of class without a pass. Students without a pass must be escorted and walked back into their classes. Time out class translates into loss of instruction and loss of student learning. We must minimize this.</p>	2.4, 2.6, 3.2	Teacher of record; Entire faculty	Attendance record; Documented phone calls to parents; emails to parents; discipline referrals			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 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.

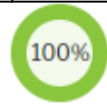
Performance Objective 7: During the 2018-2019 school year, Col. John O. Ensor will provide teachers with professional development training in technology in order to meet system safeguard indicators at 60%.

Evaluation Data Source(s) 7: professional development sign in sheets, teacher T-TESS goals, Lesson Plans, T-TESS observations and summative reviews

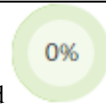
Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Continue to introduce teachers with new technology strategies and practices. Embedded training in weekly PLC, and campus PD.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers at CoL. John O. Ensor Middle School will be encouraged to enhance student learning through the use of technology. Teachers will be trained to utilize technology in the classroom in variety of ways. Some of these methods include using technology to create effective, meaningful lesson plans, enhancing student learning through engaging interactive activities, providing specially designed scaffolded instruction to address the needs of various students, extending learning beyond the classroom, providing student and parent instructional resources to provide support at home, and generating data reports in order to identify strengths and learning gaps of students. Effective student centered blended learning will translate into growth in student achievement in each of the tested areas.</p>	2.4, 2.5, 2.6, 3.2	Administration; Teachers; SCEIs; District Personnel	Record of provided professional development; Sign in Sheets; Lesson plans; T-TESS goals; Walk-throughs, T-TESS observations; Common assessment data; Benchmark data; TELPAS data; STAAR results			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) We will provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NPIRE calculators to enhance student learning.</p>	2.4, 2.5, 2.6	Administration; Faculty; SCEIs; Librarian	Teacher instructional practices; Student performance data			
<p>Funding Sources: 211 - Title I, Part A - 6000.00</p>						



= 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 8: During the 2018-2019 school year, Col. John O. Ensor will increase teacher attendance by 3%. For the 2017-2018 school year, teacher attendance averaged 95%.

Evaluation Data Source(s) 8: Tyler/AESOP reports

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Continue to make teachers aware of district policy concerning teacher absences.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Address faculty/staff absence patterns when and where necessary.	2.4, 2.5, 2.6	Administration	Teacher attendance will increase by 3%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	2	In order to address reading comprehension skills to include inferences and summarization, and improve STAAR reading scores; SPED students will be scheduled into a Super School class and will be provided appropriate interventions such as: Study Island and Exact Path.
2	2	3	In order to address ESL struggling students language acquisition, Inferencing and summarization students will be scheduled into a Super School class and will be provided appropriate interventions such as: Study Island, Exact Path
2	4	2	In order to increase the Science STAAR pass rate for ESL students, progress will be tracked and the effectiveness of the intervention strategies to include academic vocabulary/language and how they conceptualize the vocabulary; teachers will be trained by the SPED IS team. They will train them on TEA allowable linguistic accommodations and allowable supplemental aids. This should reflect on teachers daily lesson plans.
2	5	2	ESL IS will train EMS staff on TEA allowable accommodations to include the process for ARF, Accommodation Resource Form.
2	6	2	In order to address SPED Writing skills in the areas of grammar and mechanics Special Education students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path.
2	6	3	In order to address ESL Writing skills in the areas of grammar and mechanics Special Education students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path and Empowering Writers.
2	6	4	In order address SPED students who are struggling in writing, students will be scheduled into a Supers School class and will be provided appropriate interventions such as: Exact Path and Empowering writers.

State Compensatory

Budget for Col. John O. Ensor Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.046.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$16,763.00
199.11.6118.00.046.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$23,347.50
199.11.6119.00.046.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$117,045.00
199.11.6119.00.046.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,974.00
199.11.6129.00.046.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,087.00
199.12.6129.00.046.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,619.00
199.11.6141.00.046.7.30.0.00.	6141 Social Security/Medicare	\$1,930.00
199.11.6141.00.046.7.30.8.00.	6141 Social Security/Medicare	\$1,653.00
199.12.6141.00.046.7.30.0.00.	6141 Social Security/Medicare	\$140.00
199.11.6142.00.046.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.046.7.30.8.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.046.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.046.7.30.0.00.	6143 Workers' Compensation	\$588.00
199.11.6143.00.046.7.30.8.00.	6143 Workers' Compensation	\$504.00
199.12.6143.00.046.7.30.0.00.	6143 Workers' Compensation	\$43.00
199.12.6146.00.046.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$53.00
199.11.6146.00.046.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,995.00
199.11.6146.00.046.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,324.00
199.11.6146.00.046.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$423.00
199.11.6149.00.046.7.30.0.00.	6149 Employee Benefits	\$1,719.00
199.11.6149.00.046.7.30.8.00.	6149 Employee Benefits	\$1,748.00

199.11.6149.00.046.7.30.9.00.	6149 Employee Benefits	\$600.00
199.12.6149.00.046.7.30.0.00.	6149 Employee Benefits	\$144.00
6100 Subtotal:		\$348,115.50
6400 Other Operating Costs		
199.11.6494.00.046.7.30.5.00.	6494 Reclassified Transportation Expenses	\$1,200.00
199.11.6494.00.046.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,544.50
6400 Subtotal:		\$2,744.50

Personnel for Col. John O. Ensor Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Enriquez	At-Risk Instructional Aide	SCE	1
Liza Aguirre	SCEI Coach	SCE	1
Mayra Ledesma	CSR Teacher	SCE	1
Rachel Guerra	SCEI Coach	SCE	1
Sandra Licon	Library Aide	SCE	.50
Yvonne Torres	Teacher	SCE	.67

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandon Reyes	College Tutor	Title I	1
Lisa Harman	College Tutor	Title I	1
Martin Valdez	College Tutor	Title I	1
Veronica Esparza	Parent Liaison	Title I	1

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199	\$500.00
2	1	4			\$6,000.00
2	1	6			\$2,500.00
2	1	7			\$3,500.00
2	1	9			\$1,500.00
5	6	2			\$200.00
Sub-Total					\$14,200.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13			\$36,770.00
5	1	3			\$150,000.00
Sub-Total					\$186,770.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$3,000.00
2	1	13			\$8,800.00
5	1	1			\$1,500.00
Sub-Total					\$13,300.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$4,000.00
2	1	4			\$5,000.00
2	1	5	Professional Development for AVID		\$20,000.00
2	1	7			\$25,000.00

2	1	8			\$6,000.00
2	1	10			\$25,000.00
2	1	12			\$5,000.00
2	1	13			\$35,000.00
2	2	1			\$1,500.00
2	3	1			\$20,000.00
2	4	1			\$1,500.00
2	5	1			\$1,500.00
2	6	1			\$1,500.00
2	7	1			\$1,500.00
3	3	1			\$20,000.00
4	1	1			\$1,000.00
4	1	3			\$500.00
5	1	4			\$16,000.00
5	7	2			\$6,000.00
Sub-Total					\$196,000.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$3,500.00
2	1	10			\$500.00
2	1	13			\$12,600.00
5	1	1			\$1,500.00
Sub-Total					\$18,100.00

199 - General: Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$2,000.00
2	1	7			\$2,000.00
2	1	9			\$9,000.00

	Sub-Total	\$13,000.00
	Grand Total	\$441,370.00