

Socorro Independent School District
SSG. Manuel R. Puentes Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

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



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

Mission Statement

Puentes Middle School provides scholars with a nurturing, empowering, and successful learning environment through teamwork and consistent modeling of high expectations for all.

Vision

Bobcats Achieve Success!!!!

SSG. Manuel R. Puentes Middle School received an Accountability Rating for 2018 of

Met Standard

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at the end of the 2017-18 school year was 4.97% African-American, 6.36% White, 1% Asian, 86.7 % Hispanic .20% Pacific Islander, 50.84% male and 49.16% female with a low socioeconomic status of 60.48%. For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will serve approximately 900 students in grades 6th, 7th and 8th, serving 65 English Language Learner students, 72 students in the Gifted and Talented program, 72 students identified for 504 services, and 98 students are currently scheduled to be served through special education services. Our mobility rate as of May 2018 is 11% and we have a dropout rate of 0%. For the 2017-2018 school year we will serve approximately 319 at risk students. We are also proud to be home to 192 military students.

Puentes Middle School will begin the 2018-2019 school year with 55 classroom teachers who will serve approximately 1,000 students in grades 6th – 8th. We will be replacing 1 teacher who is moving out of town and one SPED teacher to overflow. All of our teachers are highly qualified.

Puentes Middle School will retain and prepare highly qualified teachers through rigorous and relevant staff development. On-going staff development is an integral part of assisting teachers and will be provided through campus and district initiatives such as The Fundamental Five. Classroom teachers will all receive training for T-TESS Walkthroughs, Fundamental Five expectations, SEL training, Response to Intervention, Professional Learning Communities, Nearpod, SPED/ESL/GT differentiation and other updated pertinent information. Our teachers will also be trained on Domain IV in TTESS that will be implemented in 2018-2019.

Demographics Strengths

The campus serves predominantly middle class type families with a high military population. The school has one of the top attendance rates with above average achievement rates on STAAR compared to thier peers.

Over 90% of all parents, in our 2016-2017 bi-annual climate survey, rated us favorably in feeling their child attends a safe school, feels their child is getting a great education, feel the administration, faculty and staff value their child, and feel their child is getting strong academic education. The parent survey is only conducted once every two years.

Student Academic Achievement

Student Academic Achievement Summary

At this time we do not have our 2018 TELPAS scores. They will be coming in August. As we receive the data we will update our summary.

The site-based decision-making team reviewed the results of the 2017 and the 2018 STAAR tests for the incoming elementary and current middle school students.

The following results were identified under the new state standards: (This chart is a comparison from our last year's scores to this year's scores, to include all populations.)

STAAR Score Comparisons for 2017 to 2018

	2017- Approaches	2018- Approaches	Gains	2017- Meets	2018- Meets	Gains	2017- Masters	2018- Mastes	Gains	2017 ESL/LEP	2018 ESL/LEP	Gains	2017 SPED	2018 SPED	Gains
6th Grade										Avg of 3			Avg of 3		
Reading	72.2%	74.5%	+2.3 %	36.6%	41.5%	+4.9%	14.8%	18.9%	+4.1%	16.7%	24.1%	+ 7.4%	5.7%	37.5%	+31.8%
Math	79.8%	84.1%	+4.3	37.5%	43.5%	+6%	15.1%	18.8%	+3.7%	26.5%	37%	+ 10.6%	13.8%	42.7%	+28.9%
7th Grade															
Reading	81.8%	74.6%	-7.2%	48.9%	45.6%	-3.3 %	24.9%	23.9%	-1%	29.4%	17.8%	- 11.6%	5.6%	24.8%	+19.2%
Math	77%	76.2%	-0.8%	47.3%	43.1%	-4.2%	17.3%	19.9%	+2.6	29.4%	19.4%	-10%	1.9%	26.9%	+25%
Writing	79.4%	69.2%	- 10.2%	44.8%	36.9%	-7.9%	10.5%	7.9%	-2.6	29.6%	15.1%	-14.5%	5.6%	20.4	+14.8%
8th Grade															
Reading	91.65%	92.5%	+85	52.3%	55%	+2.7%	21.3%	30%	+8.7%	28%	9.1%	-18.9%	26.7%	34.6%	+7.9%

Math	94.4%	90.7%	-3.7%	57.8%	56%	-1.8%	16%	19.5%	+3.5	39.8%	18.2%	-21.6%	28.9%	33.3%	+4.4%
Science	84.4%	88.6%	+4.2%	53.5%	64.1%	+10.6	18.4%	30.2%	+11.8%	28%	13.9%	-14.1%	24.4%	34.6%	+10.1%
Social Studies	81.5%	89.8%	+8.3%	40.9%	56.2%	+15.3%	24.2%	29.4%	+5.2%	22.6%	8.3%	-14.3%	33.3%	42%	+8.6
Algebra	100%	100%	=	90.9%	91%	=	75.8%	69%	-6%						

TELPAS 2017 (Students who progressed one proficiency level from 2017-2108)

Student Academic Achievement Strengths

At SSG Manuel R. Puentes Middle School, student achievement will be closely monitored each academic grading period. Every 9-week grading period an academic review committee meeting (made up of parents, teachers, students, and administration) will be conducted for students failing two or more core courses. Interventions will be reviewed and a plan will be developed for students through the RTI process for Tier 2 and Tier 3 scholars.

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

We will continue to implement research based teaching strategies and materials, practice vertical alignment among the core content areas, and provide common planning time. All SCEI coaches through the Pebble Hills feeder pattern will be utilizing common assessments, benchmarks, and STAAR data to vertically align curriculum and provide interventions that are effective to students' academic growth.

Student success will be ensured through a number of interventions, such as accelerated instruction that is provided during the school day, after school and/or during intersession tutoring. Classroom teachers, instructional aides, curriculum coaches, and college tutors will work closely with all students on a daily basis.

All subpopulations will be monitored and assessed to ensure that all students will be successful on all STAAR assessments. These subpopulations include Hispanic, African American, White, Native American, Economically Disadvantaged, 504, GT, English Language Learners, and Special Education students.

The Special Education department will be providing students with the least restrictive learning environment. Additional training in the implementation of the PAS class, Specialized Support and Co-teaching will be on-going. During the 2018-2019 school year, we will continue to implement two PAS Units (Practical Academics Skills) providing students an instructional program that will include pre-vocational and community-based activities for students that have cognitive skill challenges. The PAS students will be involved in school activities that promote our "green campus" designation, such as the implementation of a "Green Team Recycling Program." We will also need to focus and provide our staff with needed resources to assist students with appropriate interventions for instructional success and for expectations to assist with meeting the standard on STAAR assessments.

ESL instruction will follow the district implementation of the SIOP Model of Best Practices. A Temporary Instructional Aide (TIA) will work with the classroom teacher to provide additional support and small group/one-on-one instruction for ESL students. We will provide an additional class period for ESL first and second year students that will include enrichment with reading and writing language based and phonetic activity support.

College Board training will be offered through SpringBoard for educators teaching 6th, 7th and 8th grade Pre-AP content courses. Teachers will attend a two day training provided in June and July.

The Gifted and Talented program will be incorporated and supported in a variety of ways. GT scholars will be pulled out once month by grade level to meet with the GT Coordinator. This time is allotted to allow scholars time to collaborate. Students will be given an opportunity to participate in Destination Imagination allowing their creative side to flourish by working together as a team on theme-centered assigned challenges. Teambuilding activities will also be provided through an off campus field trip opportunity. Students will research and prepare original project presentations that will be featured at the campus and annual District GT showcase.

Through the implementation of the AVID Program for all grade levels students will practice organization, study and learning skills. The AVID program's mission is to close the achievement gap by preparing students for college readiness and success in a global society.

All 8th grade scholars that were enrolled in Algebra I passed their Algebra I End of Course assessment earning high school credit. We will continue to strive to have at least 1/3 of our 8th grade students finish Algebra I, and the corresponding EOC assessment, successfully before entering high school.

Technology training will be provided for all faculty and staff by campus and district personnel. The technology training for the classrooms will involve a full day of training at the beginning of the year and then several follow up trainings planned throughout the year.

Teachers will receive on-going training for Strive, Eduphoria, Nearpod, READ 180, IPADS, i-Ready, Flipping the classroom and the use of laptops and tablets applications.

In order to foster well-rounded students, they will have opportunities to express their musical, creative, athletic and technological abilities through a variety of fine arts, elective and extracurricular programs.

For our parents to help their child be successful, throughout the year, we will provide activities to engage parents in the educational process to ensure the academic and behavioral success of students, such as during Open House, Student Led Conferences, Family Nights for content classes (Family Math/Science Night, Literacy/Freedom Week) and informational meetings (HB5, Advanced Academy opportunities, area school meetings, etc.)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and

differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. **Root Cause:** Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

Problem Statement 5: At Puentes Middle School, according to the 2018 Closing the Gap Status Table our Asian scholars STAAR component target was 73%. The results showed only achieved a 57% percent on the STAAR component target. **Root Cause:** The campus lacks the Tier identification of students to assign appropriate intervention strategies.

Problem Statement 6: At Puentes Middle School, 32% of our SPED and 0% of our SPED Year-After-Exit scholars are passing the STAAR Writing assessment at the Approaches Level, and 32% of SPED Year-After-Exit are passing the Math STAAR assessment at Approaches Level. **Root Cause:** The lack of a system for instructional leaders to provide feedback to educators on lesson plans to ensure there are multiple paths of instruction and hold the educators accountable for providing interventions to identified struggling students.

Problem Statement 7: At Puentes Middle School, 23% of students served in special education in the regular class less than 40% of the day and 27% of our SPED scholars participated in the STAAR ALT 2. . **Root Cause:** Puentes Middle School is a PAS Unit site with two units that serves 27 scholars.

Problem Statement 8: Accordrding to Indicator 2 (ESL Served), at Puentes Middle School, only 33.3% of our LEP scholars passed the Reading STAAR assessment at the Approaches level. **Root Cause:** The campus lacks the tiered identification of struggling scholars to assign appropriation intervention strategies.

Problem Statement 9: According to Indicator 2 (ESL Served), at Puentes Middle School only 42.9% of our LEP scholars passed the Science & Social Studies STAAR assessment at the Approaches level. **Root Cause:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal, and formative assessments.

Problem Statement 10: According to Indicator 2 (ESL Served), at Puentes Middle School only 23.4% of our LEP scholars passed the Writing STAAR assesment at the Approaches level. **Root Cause:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal, and formative assessments.

Problem Statement 11: According to Indicator 3 (ESL Non-Served), at Puentes Middle School, 42.3% of our ESL Non-Served scholars passed the Reading STAAR assesment at the Approaches level. **Root Cause:** The campus lacks the tier identification of struggling scholars to assign appropriation intervention strategies.

Problem Statement 12: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 20% of our ESL Non-Served scholars passed the Science STAAR assesment at the Approaches level. **Root Cause:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.

Problem Statement 13: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 0% of our ESL Non-Served scholars passed the Social Studies STAAR assessment at the Approaches level. **Root Cause:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.

Problem Statement 14: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 40% of our ESL Non-Served scholars passed the Writing STAAR assesment at the Approaches level. **Root Cause:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.

School Processes & Programs

School Processes & Programs Summary

Here at SSG. Manuel R Puentes Middle School we take pride in providing our students with a well-rounded education that teaches students about accountability and different programs and processes that allow students to flourish in life.

Administration met once a week with curriculum coaches, counselors, the librarian, and Community In Schools counselor to discuss processes and programs that were working and others that needed to be adjusted to meet student needs. Department meetings were held twice a month with the leadership team to implement campus initiatives and provide needed staff development. The teachers and staff participated in professional development throughout the year as well as in weekly department meetings to collaborate with their colleagues, plan lessons, analyze data, and discuss student progress. Two SCEI coaches assisted teachers with support for lesson planning, data desegregation, classroom activities, and modeling the lesson as needed.

Staff development will continue to focus on providing strategies to teachers that enhance depth and rigor by continuing the use of KAGAN cooperative learning strategies and SIOP Best Practices. Additional training opportunities for new teachers will be researched. Through PLC's, educators will work as teams to provide all scholars with opportunities to learn at high levels and create a system to provide effective reteaching and enrichment opportunities.

Administrative walkthroughs ensured quality instruction through a process of continual feedback and teacher self-reflection. Professional development was provided for our faculty and staff based on campus needs. It provides support and resources to facilitate professional and instructional growth to achieve high student academic performance. Needs were determined through the feedback sessions with Curriculum and Instruction personnel to analyze data from the prior year's STAAR assessments, current year district benchmark assessments, and common assessments.

In the 2018-2019 school year, Puentes will be starting its 6th year in existence. A technology plan was implemented to begin to replace our technology. In the 2018-2019 school year we pledge to replace at least 2 Mimio/ IWB's and purchase 25 new desktop computers for the classrooms that serve the most at-risk students.

In June, the Advancement VIA Individual Determination (AVID) leadership team, which includes an Assistant Principal, the AVID Coordinator and the Co-Coordinator will attend the AVID Summer Path Training in Dallas. Five 6th-8th grade educators will attend the AVID training being offered by the district each teacher will focus on various strands (to include academic language, English Exploration, Critical Reading, Science and Math) that will in turn enhance student learning through the various AVID strategies that will be implemented.

School Processes & Programs Strengths

The "Make It Count" philosophy will continue to be our focus for increasing student attendance. The overall student attendance for 2017-2018 was 96.38% which did not meet the district goal of 97% for middle schools. One main factor in our drop in attendance is due to the flu season. We will continue to inform students of the requirements of House Bill 5 which specifically outlines the attendance requirements and loss of credit guidelines by conducting parent meetings, student agenda information reminders, and letters sent home to students. The campus attendance committee will meet every 4-weeks to review student attendance issues and send notification home to parents. Our campus attendance program will provide student recognition each month through morning announcements and grade level recognition every Monday. Perfect attendance for students will be recognized through the end of year campus awards ceremony.

Puentes provides all its students a Physical education that has been enhanced through the use of the Generation Fitness Program as well as equipment that promotes lifelong wellness with a program of cardio strength, flexibility and endurance. We will provide students with after school athletics in grades 7th and 8th for both boys and girls. In addition, a 10-week brain research program will be implemented into the curriculum for 7th grade P.E. students by a trained Health/PE teacher. The campus nurse and cafeteria manager will provide presentations which reflect nutrition and healthy eating habits throughout the year and upon request.

With our award winning Fine Arts program students will have opportunities to express their musical and creative abilities as well as athletic through a variety of fine arts and extracurricular programs.

Other resources that will be utilized are computer programs that are designed specifically to support their academic needs such as Pathblazer and i-Ready. Our campus writing curriculum will continue to incorporate the "Empowering Writers" program to provide additional activities focused on strengthening student writing skills. The Balanced Literacy Method will be utilized by our Reading teachers to ensure students are provided a well rounded reading curriculum. Sixth, seventh and eighth grade students that are struggling readers will be provided accelerated instruction through Alice Nine, Johnny Can Spell, Read 180, Study Island, and i-Ready. Students that have been diagnosed with dyslexia will be serviced through the Wilson Program.

Puentes MS enjoys the use of the following technology:

- IWB's in every staff development location and classroom in the building.
- 1-2 desktop(s) in each classroom.
- 4 computer labs and 30 computers in the Library.
- We have a cart with 30 iPads
- We have 6 carts with approximately 30 Laptops each

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are insufficient in implementing technology within their curriculum. Educators will flip the classroom and use a Nearpod lesson twice a week. **Root Cause:** Technological training to include flipped classroom/ blended learning models to create an engaging learning environment that can be applied to their world was not utilized with fidelity. Teachers stated in Climate Survey that additional modeling and training was needed. Professional development was provided and technological lesson were modeled.

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

Problem Statement 3: In the 2018-2019 school year Puentes will be starting its 6th year in existence. A technology plan was implemented to begin to replace our technology and will be continued this school year. **Root Cause:** Technology equipment is becoming outdated. Due to population growth the student to computer ratio became inadequate.

Perceptions

Perceptions Summary

SSG Manuel R. Puentes Middle School continues developing a strong sense of Bobcat pride and teamwork through faculty, staff, administration, and our school community. It was evidenced through a positive school climate survey that all stakeholders felt a sense of ownership and belonging in 2017. This year our faculty was given a community survey. The findings will be used to help leadership plan staff development for next year.

Many positive comments were shared that educators feel safe, high standards are set for scholars, they like working at Puentes and with their peers and most importantly they really like helping our scholars.

Some constructive feedback given was that educators noted that they feel that they their voices were not heard enough. They also felt that they would like to make their teams stronger. In 2017-2018 the Bobcat community looked at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.

The faculty in 2017-2018 improved on the use of techonolgy in the classroom but we will continue to provide additional professional development. Our district technology specialist and SCEI coaches will assist in making sure our teachers have the support and training needed to be up to date in technological programs and systems.

We believe the climate survey in 2017 is a great tool and checkpoint for us to learn how to improve our craft and continue to move forward in helping our students become college and career ready. Over 30 comments were made of what is going right here at Puentes MS. Some of the feedback included how the teachers and students feel that they belong to a great school and community that will go the extra mile to collaborate to make sure they are preparing and inspiring our students for their future endeavors. Teachers feel that administration and the office staff respect and care for them. One comment stated that the whole community is selfless in working for student success. Final words that came up in stakeholder comments were “Blessed” and “Feel like Home”.

Students asked that the lessons being plan have differentiation and that teachers implement more project based learning in 2017. Powerwalks and TTESS walkthroughs showed that we did see more differentiation but we have a way to go to make sure that this becomes the norm. Educators will be asked to continue to create lesson plans that will implement how they will be differentiating the lesson to meet the needs of all learners. In addition, a PBL utilizing technology will be a requirement at least once a 9 weeks. Lesson plans will be required to be displayed so that during Powerwalks and TTESS walkthroughs

we are able to compare the lesson we are seeing to what is taking place to help make sure differentiated instruction is being used with fidelity.

Safety

Our 2017 Climate survey also revealed that all stakeholder feel safe and secure at SSG Manuel R. Puentes Middle School. It is our number one priority to provide a safe environment for students, staff, and community with the continued implementation of the Emergency Operations Plan. We will ensure that our students and staff are knowledgeable and able to implement the EOP by providing a series of training and drills throughout the school year to be prepared for multiple emergency situations. Staff will monitor during student morning entrance, class transitions, lunch times, and dismissal after school. Our front entrance provides a single point of entry for our community entering our campus and they will be required to provide identification that is checked using the Hall Pass system. Visitors will be given a visitor ID and will be escorted to their destination.

We will utilize our School Resource Office (SRO) and security guard to continue monitoring the campus throughout the day with an emphasis before, during, lunch time, and after school. Student safety is supported through classroom presentations that focus on social emotional learning (SEL).

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

Caring for the Whole Child

The Puentes community, and all of its stakeholders, believes that in order for our students to be well-rounded and successful we need to meet the needs of the whole child. This can only happen when students feel safe and supported, academically ready to move forward, have been educated by highly qualified teachers, have the full support of their parent(s) or guardian(s), and that all stakeholders are held accountable. Therefore Puentes has many other programs and systems in place to meet those needs.

A supportive Counseling program will prepare students for the next phase of education. Counselors also provide in-class presentations and College Career Readiness Plans which are developed with the assistance of the 8th grade Exploring Careers Elective.

Eighth grade students will complete the HB5 required endorsement verification plan prior to high school registration. Counselors will provide teachers and students with updated information regarding HB5, SB460, Section 504, CPS, and Suicide Protocol requirements as it becomes available.

For 2018-2019 school year SSG Manuel R Puentes will conduct weekly social emotional lessons during time set aside every Wednesday using resources from the Tribes learning community, strategies from PD and other resources found on the web. Data will be used from surveys that will be given every 9 weeks which will help us assess the success of the social emotional practices in order to build a true learning community.

Student discipline issues will be addressed with the implementation of a counselor support group(s) that will address self-esteem, decision making, goal setting, and responding to peer pressure

This school year Counselors will apply for the Lonestar Award during the 2018-2019 school year to highlight all that is done to ensure the success of our students.

Family and Community Engagement

Our Parent Liaison will provide parenting classes based on results from parent surveys, which will include topics such as health and nutrition, academic skills on how to help your child, bullying awareness, student transition to middle school/high school, English language development, and computer/technology skills. Continued communication through social media , surveys and meetings will allow for topics to be added as needed to fit the needs of the community.

Perceptions Strengths

Puentes Middle School has Parent Information Nights, Student-Led Conferences and Family Team-Building Nights which are held twice a year to provide parents with an opportunity to connect to the campus and their students. The annual Parent Information Fair in the Spring is provided to assist parents with information on extra-curricular activities for middle and high school, health, advanced academics, tutoring opportunities and much more.

Our CIS/Parent Liaison also holds at least two military evenings for families to assist with transition support, college readiness, extra-curricular programs, to introduce our Communities in Schools Program and the importance of the AYPYN (Army Youth Program in Your Neighborhood) grant funding.

CIS/Parent Liaison will utilize the Partners in Education community businesses to enhance the various campus programs with incentives, prizes, guest speakers and more. We will increase communication with families by providing information through online and printed newsletters, the school website, SISD Blackboard App, Tyler Student 360, outdoor marquee, Twitter, Instagram and other various social media outlets.

Both our CIS/Parent Liaison will plan featured guest speakers from various career choices and colleges throughout the year based on feedback from the Puentes Community that is gathered through a parent engagement survey.

Due to the friendly and welcoming atmosphere here at Puentes MS our parent volunteer hours increased by 100% in the 2017-18 school year.

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

Our vision, "Bobcats Achieving Success " will continue to be held to the highest standards by the Puentes Students, Faculty, Staff, and Administration

Problem Statements Identifying Perceptions Needs

Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. **Root Cause:** Meetings were not held in the evenings and not enough incentives were offered for parents to participate.

Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. **Root Cause:** In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 21, 2018

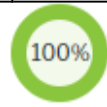
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, and keeping safety a top priority.

Performance Objective 1: For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will continue to improve upon and implement a plan of action to ensure that its stakeholders feel safe at school and school events. We will decrease our suspensions and minimize bullying and emotional hospitalization incidents by 5%.

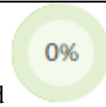
Evaluation Data Source(s) 1: The data will come from comparing the 2017-2018 PEIMS discipline report to the 2018-2019 report . 100% of the faculty will be trained on the Emergency Operations Plan and data and documentation will be used to ensure compliance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7 1) Provide training/information to the campus staff on the Emergency Operations Plan.	2.4	Administration, Campus Safety Coordinator (AP), District Police Officer, Security Officer	Teachers and staff members will be able to properly implement components of the Emergency Operations Plan during drills or actual emergency events			
Funding Sources: 199 - General - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 6 CSF 7 2) Provide training to students over the campus Emergency Operations Plan, safety drills and procedures.	2.4	Teachers	Students will be able to implement proper emergency drill procedures as directed by teachers.			
Funding Sources: 199 - General - 0.00						



= Accomplished



= No Progress



= Discontinue

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

Performance Objective 2: For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Documentation will be provided that ensures the implementation of all required emergency drills as scheduled by the district safety coordinator.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 6 CSF 7 1) Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.	2.4	Completion of all required drills with forms turned in to District Safety Coordinator	Students, teachers, and staff will be better prepared to implement the required emergency drills.			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 3: For the 2018-2019 school year, Puentes Middle School will work to maintain the number of bullying incidents at zero.

Evaluation Data Source(s) 3:

Reduction of bullying related incidents as reported by PEIMS from 2017-2018 to 2018-2019.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 6 CSF 7 1) Provide yearly training for staff during the July professional development week to include access and use of SEL (Social Emotional Learning) lessons and Master Teacher best practices. Data from the 2018-2019 Social Emotional Survey given will help us know what topics we need to work on.	2.4, 2.6	Campus Social Emotional Team Leadership	Teacher effectiveness in the implementation of the campus bullying prevention program. Student understanding and appropriate use of strategies learned from the SEL lessons to decrease SEL incidents.			
	Problem Statements: Perceptions 2 Funding Sources: 199 - General - 0.00					
Critical Success Factors CSF 6 CSF 7 2) Provide students with weekly/Wednesday Social Emotional Lessons lessons. These will be based on the needs of our scholars. We will use surveys every 9 weeks to determine needs.	2.4, 2.6	Classroom Teachers / Counselors/ Admin and SCEI coaches	Surveys administered once a 9 weeks, PEIMS discipline, Counseling records and number of students being referred to the hospital for emotional problem.			
	Problem Statements: Perceptions 2 Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. Root Cause 2: In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.



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.

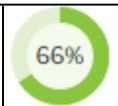
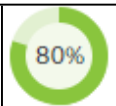
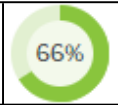
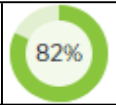
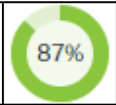
Performance Objective 1:

STAAR Scores will increase 10% for all core content in the Masters Grade Level standard in the 2018-2019 school year. Until all of our students are at Meets Grade Level and beyond we will not have accomplished our goal of making sure our students are ready for higher education.

Evaluation Data Source(s) 1: Common Assessments , Benchmark data, 2019 STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide all ELAR students with resources needed to be successful such as STAAR Master, workbooks for practice in reading and writing, colored paper for foldables, technology such as IPEVO's and IWB projectors , software computer programs (ie Rosetta Stone), ASCD best practice materials for the classroom. and AVID best practices. Students will also be provided with after school and Saturday tutoring. Educators will be provided with PD in best practices, TIER instruction, SIOP strategies, and SEL to build rapport with scholars.</p>	2.4, 2.6	Teachers, SCEI coaches and Administration	Increased scores on Common Assessments , Benchmark data, 2019 STAAR Results			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2</p> <p>Funding Sources: 211 - Title I, Part A - 16000.00</p>						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide all students with materials and resources that support mathematics instruction, such as Brain Pop, STAAR workbooks, colored paper for foldables, technology such as IPEVO's and IWB projectors, TI-Nspire calculators, and manipulatives. Students will use AVID best practices learned at Summer Institute and ASCD best practice materials for the classroom. Students will also be provided with after school and Saturday tutoring. Educators will be provided with PD for best practices in TIER instruction, SIOP strategies, and SEL to build rapport with scholars.</p>	2.4, 2.6	Teachers, SCEI Coach, Administration	Increased scores on Common Assessments , Benchmark data, 2019 STAAR Results			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Provide all Science students with materials and resources, such as the Edusmart, technology such as IPEVO's and IWB projectors, "Mentoring Minds Motivation Secondary Science Workbook" for students in 8th grade, Science term dictionaries to use as an intervention for STAAR testing and preparation and colored paper for foldables. Also material and resources will be purchased to complete lab activities, such as: beakers, test tubes, graduated cylinders, goggles, aprons, and animals for dissection. AVID best practices learned at Summer Institute and ASCD best practice materials for the classroom. Students will also be provided with after school and Saturday tutoring. Educators will be provided with PD for best practices in TIER instruction, SIOP strategies, and SEL to build rapport with scholars.</p>	2.4, 2.6	Teachers, SCEI Coaches, Administration	Increased scores on Common Assessments , Benchmark data, 2019 STAAR Results			
<p>Problem Statements: Student Academic Achievement 1, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00</p>						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Provide all Social Studies students with materials and resources to use as an intervention for STAAR testing such as STAAR Master, colored paper for foldables, and technology such as IPEVO's and IWB projectors. Students will use AVID best practices learned at Summer Institute and ASCD best practice materials for the classroom. Students will also be provided with after school and Saturday tutoring. Educators will be provided with PD for best practices in TIER instruction, SIOP strategies, and SEL to build rapport with scholars.</p>	2.4, 2.6	Teachers, SCEI coach, Administration	Increased scores on Common Assessments , Benchmark data, 2019 STAAR Results			
<p>Problem Statements: Student Academic Achievement 1, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 8700.00, 199 - General Fund: SCE - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) Provide students with targeted after school tutoring, intercessions, Saturdays and summer school.</p>	2.4, 2.5, 2.6	Teachers, SCEI Coaches, Administration, AVID tutors	Increased scores on Common Assessments , Improve passing rate for the 9 weeks, Benchmark data, 2019 STAAR Results			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 199 - General Fund: SCE - 20000.00, 199 - General - 0.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>6) Puentes Middle School will commit to providing all students the latest programs, library resources and technology technology such as IPEVO's and IWB projectors to increase rigor and college and career readiness in our classrooms.</p>	2.4, 2.5, 2.6	Teachers, SCEI coach, Administration , District Technology Coach	Technology equipment is becoming outdated due to population growth the student to computer ratio became inadequate. Puentes MS is committed to creating a 5 year plan to replace out of date technology and resources in the library. All students will improve academically due to the upgrade of technology			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 25000.00, 199 - General - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue</p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. **Root Cause 1:** Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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: In the 2017-2018 school year our SPED student scores increased 19.6% from the 2016-2017 school year in Reading. The Overall Student Achievement under the new accountability system was used to measure the scholars. During the 2018-2019 school year, the Overall Student Achievement performance will increase by 10% for SPED students.

Evaluation Data Source(s) 2: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All subgroups are thoughtfully placed in appropriate ELAR classes that support their needs. Our SPED scholars are serviced in after school, Saturday and intercession tutoring by a certified SPED teachers that address SE's they need to master. Materials and resources they need to achieve their full potential such as STAAR Master, Countdown to STAAR, and LINKS Booklets are a few examples provided.</p>	2.4, 2.5, 2.6	SCEI Coach, Administration,	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 0.00, 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. Root Cause 1: Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.</p>

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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: In the 2017-2018 school year our SPED student scores increased 19.4% from the 2016-2017 school year in Math. The Overall Student Achievement under the new accountability system was used to measure the scholars. During the 2018-2019 school year, the Overall Student Achievement performance will increase by 10% for SPED students.

Evaluation Data Source(s) 3: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) All subgroups are thoughtfully placed in appropriate math classes that support their needs. Our SPED scholars are serviced in after school, Saturday and intercession tutoring by a certified SPED teachers that address SE's they need to master. Materials and resources they need to achieve their full potential such as Think Through Math i-Ready, TI- Inspire, calculators with their Hats, STAAR Master, Countdown to STAAR are a few examples provided.</p>	2.4, 2.5, 2.6	SCEI coaches Administration	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
<p>Problem Statements: Student Academic Achievement 1, 2, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General - 0.00, 199 - General Fund: SCE - 0.00</p>						
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. Root Cause 1: Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.</p>

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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:

In the 2017-2018 school year our ESL/LEP student scores went down 7.7% from the 2016-2017 school year in ELAR. The Overall Student Achievement under the new accountability system was used to measure the scholars. During the 2018-2019 school year, the Overall Student Achievement performance will increase by 10% for ESL/LEP students.

Evaluation Data Source(s) 4: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) All subgroups are thoughtfully placed in appropriate ELAR programs (to include our Asian scholars that did not meet growth on STAAR) and labs programs that support their needs. Materials and resources they need to achieve their full potential such as IPADS, laptops, Rosetta Stone Staar Master Countdown to STAAR, Empowering Writers, PEG writing are a few examples provided. Scholars are also serviced in after school, Saturday and intercession tutoring.</p>	2.4, 2.5, 2.6	SCEI Coach, Administration,	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
<p>Problem Statements: Student Academic Achievement 1, 2, 4 - School Processes & Programs 2 Funding Sources: 199 - General Fund: Bilingual - 4000.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. Root Cause 1: Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.</p>

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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: In the 2017-2018 school year our ELL student scores went down 7% from the 2016-2017 school year in Math. The Overall Student Achievement under the new accountability system was used to measure the scholars. During the 2018-2019 school year, the Overall Student Achievement performance will increase by 10% for ELL students.

Evaluation Data Source(s) 5:

These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) 1) All subgroups are thoughtfully placed in appropriate math programs that support their need(to include our Asian scholars that did not meet growth on STAAR.) After school, Saturday and intercession tutoring in specific SE's is provided and struggling scholars are invited to attend. Materials and resources they need to achieve their full potential such as IPADS, laptops, i- Ready, TI- Inspire, Study Island,STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.</p>	2.4, 2.5, 2.6	SCEI coaches Administration	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report.			
<p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00, 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers are insufficient in implementing technology within their curriculum. Educators will flip the classroom and use a Nearpod lesson twice a week. Root Cause 1: Technological training to include flipped classroom/ blended learning models to create an engaging learning environment that can be applied to their world was not utilized with fidelity. Teachers stated in Climate Survey that additional modeling and training was needed. Professional development was provided and technological lesson were modeled.</p>

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

Perceptions

Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. **Root Cause 1:** Meetings were not held in the evenings and not enough incentives were offered for parents to participate.

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: In the 2018-2019 school year, Puentes Middle School will increase the application to advanced academic programs by 10% from 2017-2018.

Evaluation Data Source(s) 6: The number of completed applications turned in and scholars accepted.

Summative Evaluation 6:

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 CSF 6</p> <p>1) Provide after school SISD advanced academic presentation for students and parents carried out by counselors.</p> <p>(Drinks and Snacks will be provided as an incentive to come to presentation.)</p>	2.4, 2.5, 3.1, 3.2	Counselors	<p>Number of completed applications turned in by the deadlines.</p> <p>The number of acceptance letters</p>			
<p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: 199 - General - 250.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. Root Cause 1: Meetings were not held in the evenings and not enough incentives were offered for parents to participate.</p>
<p>Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. Root Cause 2: In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.</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: In the 2018-2019 school year, 100% of Puentes Middle School 8th graders will complete ApplyTexas, PAAM and TSI in order to be College and Career ready.

Evaluation Data Source(s) 7: Reports showing completion

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 3 CSF 6</p> <p>1) Administer Apply Texas, PAAM, TSI these assessments in the fall and the spring. Scholars will be given a study guide.</p>	2.4, 2.5, 2.6	Counselors	So that students have the opportunity to gain college credits.			
<p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Teachers are insufficient in implementing technology within their curriculum. Educators will flip the classroom and use a Nearpod lesson twice a week. Root Cause 1: Technological training to include flipped classroom/ blended learning models to create an engaging learning environment that can be applied to their world was not utilized with fidelity. Teachers stated in Climate Survey that additional modeling and training was needed. Professional development was provided and technological lesson were modeled.</p>
<p>Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. Root Cause 2: The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.</p>
Perceptions
<p>Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. Root Cause 2: In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.</p>


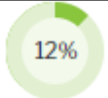



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: Our Asian students will perform at a 73% on the STAAR Component

Evaluation Data Source(s) 8: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Students will receive I-ready testing to identify specific performance level on math and reading. Diagnostic will take place in January and every month their after Educators will be given the data from I-ready so that they can target the needs of their students in math and reading . Students progress will be monitored. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results on math and reading. Resources:I-ready computer based program and computer lab</p>	2.4, 2.5, 2.6	SCEI, Administration	To identify the students Math and Reading proficiency and to help them reach mastery level.			
Problem Statements: Student Academic Achievement 5						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Train Educators with the structured writing format to be utilized campus wide. Implementation of structured writing format at least once per instructional unit. Monitioring of student performance and data will continue throughout the academic year with an end focus on STAAR.</p>	2.4, 2.5, 2.6	Administration, SCEI Coaches, Educators	To increase student writing performance so that all of our Asian students master the writing STAAR assessment.			
Problem Statements: Student Academic Achievement 5						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Educators will be provided with a list of Asian scholars Identified students will be provided with appropriate intervention strategies to ensure academic mastery. Identified students progress and the effectiveness of the interventions will be tracked . Identified Asian students will perform at Mastery level on the Science and Social Studies STAAR test.</p>	2.4, 2.5, 2.6	Administration, SCEI coaches, Educators	Asian students will perform at Mastery level on the STAAR assessments.			
<p>Problem Statements: Student Academic Achievement 5</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 8 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 5: At Puentes Middle School, according to the 2018 Closing the Gap Status Table our Asian scholars STAAR component target was 73%. The results showed only achieved a 57% percent on the STAAR component target. Root Cause 5: The campus lacks the Tier identification of students to assign appropriate intervention strategies.</p>

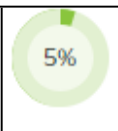
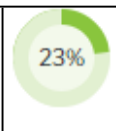



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: SPED and SPED Year-After-Exit students will perform at a 55% in the STAAR Writing assessment in 2019.

Evaluation Data Source(s) 9: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide educators with professional development on the Structured Writing Format. The Structured Writing Format will be used in all regular, CT and Specialized Support classes. SPED scholars will have a template to assist them with cross curricular expository writing.</p>	2.4, 2.5, 2.6	SCEI, Administration, educators	SPED and SPED Year-After-Exit students will perform at a 55% in the STAAR Writing assessment in 2019.			
Problem Statements: Student Academic Achievement 6						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Instructional leaders will routinely implement a schedule to review weekly lesson plans. Instructional leaders will compare lesson plans to the Categorizing the Question Forms. Instructional Leaders will monitor the implementation of feedback.</p>	2.4, 2.5, 2.6	Administration, SCEI Coaches	Instructional leaders will implement a system to review lesson plans and provide teachers feedback within 48 hours to ensure individual students are receiving interventions needed.			
Problem Statements: Student Academic Achievement 6						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p>	2.4, 2.5, 2.6	Administration, SCEI Coaches, Educators	Educators will progress monitor and provide appropriate interventions to struggling SPED and SPED Year-After-Exit students to ensure success on Writing and Math STAAR assessments.			
<p>3) Educators will be provided with a list of their scholars that have exited SPED services. Identified students will be provided with appropriate intervention strategies to ensure academic success. Identified students progress and the effectiveness of the interventions will be tracked. Identified struggling students will perform at approaches or above in the Writing and Math STAAR Assessment.</p>	<p>Problem Statements: Student Academic Achievement 6</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 9 Problem Statements:







<p>Student Academic Achievement</p>
<p>Problem Statement 6: At Puentes Middle School, 32% of our SPED and 0% of our SPED Year-After-Exit scholars are passing the STAAR Writing assessment at the Approaches Level, and 32% of SPED Year-After-Exit are passing the Math STAAR assessment at Approaches Level. Root Cause 6: The lack of a system for instructional leaders to provide feedback to educators on lesson plans to ensure there are multiple paths of instruction and hold the educators accountable for providing interventions to identified struggling students.</p>

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

Performance Objective 10: The ARD Committee ensures that all students that are eligible and recommended to take the STAAR ALT 2, fulfill the Participate Requirement Form, that makes a student eligible to receive an alternative curriculum.

Evaluation Data Source(s) 10: These will be measured by the following reports: Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) The Participate Requirement Form will be reviewed by the ARD committee for all students who may qualify for an alternative curriculum and the STAAR ALT 2 assessment.	2.4, 2.5, 2.6	Administration, Diagnostician, ARD Committee Members	The Participant Requirement Form will indicate which scholars qualify for alternative curriculum and the STAAR ALT 2.			
Problem Statements: Student Academic Achievement 7						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 7: At Puentes Middle School, 23% of students served in special education in the regular class less than 40% of the day and 27% of our SPED scholars participated in the STAAR ALT 2. . Root Cause 7: Puentes Middle School is a PAS Unit site with two units that serves 27 scholars.

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

Performance Objective 11: Puentes Middle School EL (served) will increase performance by 17% in the 2019 SAAR Reading assessment.

Evaluation Data Source(s) 11: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Scholars will receive i-ready diagnostic testing to identify specific performance level.</p> <p>Classroom instruction and afterschool tutoring will target identified student needs as indicated on i-ready.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.</p>	2.4, 2.5, 2.6	Administrators SCEI Coaches Educators	Campus will use diagnostic students' level of English language proficiency to target intervention.			
<p>Problem Statements: Student Academic Achievement 8</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 11 Problem Statements:

Student Academic Achievement

Problem Statement 8: According to Indicator 2 (ESL Served), at Puentes Middle School, only 33.3% of our LEP scholars passed the Reading STAAR assessment at the Approaches level.
Root Cause 8: The campus lacks the tiered identification of struggling scholars to assign appropriate intervention strategies.

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

Performance Objective 12: Puentes Middle School EL (served) will increase performance by 3% in the 2019 Science & Social Studies STAAR assessment.

Evaluation Data Source(s) 12: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners.</p> <p>Educators will implement the use of interactive word wall activities.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.</p>	2.4, 2.5, 2.6	Administrators SCEI Coaches Educators	Campus will implement cross curricular use of SIOP strategies to target vocabulary acquisition.			
<p>Problem Statements: Student Academic Achievement 9</p>						
<p> = Accomplished = No Progress = Discontinue</p>						

Performance Objective 12 Problem Statements:

Student Academic Achievement

Problem Statement 9: According to Indicator 2 (ESL Served), at Puentes Middle School only 42.9% of our LEP scholars passed the Science & Social Studies STAAR assessment at the Approaches level. **Root Cause 9:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal, and formative assessments.

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

Performance Objective 13: Puentes Middle School EL (served) will increase performance by 4% in the 2019 Writing STAAR assessment.

Evaluation Data Source(s) 13: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teacher training on structured writing format.</p> <p>Implementation of structured writing format at least once per instructional unit.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR.</p>	2.4, 2.5, 2.6, 3.1	Administrators SCEI Coaches Educators	Campus will implement the use of a structured writing format.			
<p>Problem Statements: Student Academic Achievement 10</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 13 Problem Statements:

Student Academic Achievement
<p>Problem Statement 10: According to Indicator 2 (ESL Served), at Puentes Middle School only 23.4% of our LEP scholars passed the Writing STAAR assesment at the Approaches level.</p> <p>Root Cause 10: Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared towards a clearly defined goal, and formative assessments.</p>

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

Performance Objective 14: Puentes Middle School EL (Non-Served) will increase this performance by 8% on the 2019 STAAR Reading assessment

Evaluation Data Source(s) 14: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Scholars will receive i-ready testing to identify specific performance level.</p> <p>Classroom instruction and afterschool tutoring will target identified student needs as indicated on i-ready.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.</p>	2.4, 2.5, 2.6	Administration; SCEI; Educators	Campus will use students level of English language proficiency to target intervention.			
<p>Problem Statements: Student Academic Achievement 11</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 14 Problem Statements:

Student Academic Achievement
<p>Problem Statement 11: According to Indicator 3 (ESL Non-Served), at Puentes Middle School, 42.3% of our ESL Non-Served scholars passed the Reading STAAR assesment at the Approaches level. Root Cause 11: The campus lacks the tier identification of struggling scholars to assign appropriation intervention strategies.</p>

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

Performance Objective 15: Puentes Middle School EL (Non-Served) will increase this performance by 25% on the 2019 Science STAAR Assessment.

Evaluation Data Source(s) 15: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners.</p> <p>Educators will implement the use of interactive word wall activities.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.</p>	2.4, 2.5, 2.6	Administration; SCEI; Educators	Campus will implement cross curricular use of SIOP strategies to target vocabulary acquisition.			
<p>Problem Statements: Student Academic Achievement 12</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 15 Problem Statements:

Student Academic Achievement
<p>Problem Statement 12: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 20% of our ESL Non-Served scholars passed the Science STAAR assesment at the Approaches level. Root Cause 12: Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.</p>

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

Performance Objective 16: Puentes Middle School EL (Non-Served) will increase this performance by 45% on the 2019 Social Studies STAAR Assessment.

Evaluation Data Source(s) 16: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners.</p> <p>Educators will implement the use of interactive word wall activities.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.</p>	2.4, 2.5, 2.6	Administration; SCEI; Educators	Campus will implement cross curricular use of SIOP strategies to target vocabulary acquisition.			
<p>Problem Statements: Student Academic Achievement 13</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 16 Problem Statements:

Student Academic Achievement

Problem Statement 13: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 0% of our ESL Non-Served scholars passed the Social Studies STAAR assessment at the Approaches level. **Root Cause 13:** Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.

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

Performance Objective 17: Puentes Middle School EL (Non-Served) will increase this performance by 10% in the 2019 Writing STAAR Assessment.

Evaluation Data Source(s) 17: These will be measured by the following reports: Common Assessments, Benchmark data, Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teacher training on structured writing program.</p> <p>Implementation of structured writing program at least once per instructional unit.</p> <p>Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR.</p>	2.4, 2.5, 2.6	Administration; SCEI; Educators	Campus will implement the use of a structured writing program.			
<p>Problem Statements: Student Academic Achievement 14</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 17 Problem Statements:

Student Academic Achievement
<p>Problem Statement 14: According to Indicator 3 (ESL Non-Served), at Puentes Middle School 40% of our ESL Non-Served scholars passed the Writing STAAR assesment at the Approaches level. Root Cause 14: Teachers are lacking the development of lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments.</p>

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

Performance Objective 1: For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will maintain 100% Highly Qualified teachers in all core academic subjects. SBEC and transcripts will be used to ensure we hire HQ teachers.

Evaluation Data Source(s) 1: Conduct end-of-year review of open positions to be filled for the next school year. Ensure candidates are properly certified.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 1) Work with the DSC Human Resources Department to ensure teachers are properly certified for teaching assignments.	2.4, 2.6	Administration, Human Resources Department	Follow-up walkthrough data Eduphoria data of teacher instruction Teacher implementation of walkthrough recommendations Improvement in instructional delivery Provided professional development in areas of instructional need			
Problem Statements: Perceptions 2 Funding Sources: 199 - General - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. Root Cause 2: In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.

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

Performance Objective 2: During the 2018-2019 school year, SSG Manuel R. Puentes Middle School will increase the number of professional development opportunities offered to employees by 10% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 2: We will track the number of professional developments each teacher attended. Review of student data for the year: 9-weeks grades, Benchmark scores, STAAR scores compared to prior year to check for improvement and use the CCI instrument to evaluate the implementation of the AVID program.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Provide educators with training in how to teach Pre-AP and AP classes at the through the summer College Board Summer Institute @UTEP and/or Springboard training. This gives our educators advanced instructional skills in rigor and techniques in the core content areas to promote the skill set for students to excel academically.</p>	2.4, 2.6	Teachers, Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase as well as TSI scores their 8th grades year			
<p>Problem Statements: School Processes & Programs 2 - Perceptions 2 Funding Sources: 211 - Title I, Part A - 1500.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) It is our goal to have all teachers at Puentes MS to be AVID trained. We will send educators to the Summer Institute out of town and/or locally to complete the goal.</p> <p>AVID tutors will assist in the AVID elective class and core classes.</p>	2.4, 2.6	Teachers, SCEI Coaches, Administration, AVID coordinator, AVID tutors	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - General Fund: SCE - 0.00, 199 - General - 0.00, 211 - Title I, Part A - 20000.00</p>						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p>	2.4, 2.6	Educators, AVID Site Team Members, SCEI coaches, Counselors, and Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
<p>3) Provide continued training and materials for the campus AVID site team. We will assess the implementation of the AVID program using the Coaching and Certification Instrument (CCI) to ensure that AVID strategies are being used school wide . This will help all students become college and career ready.</p> <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 2 Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General - 1500.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p>	2.4, 2.6	Librarian, AVID Coordinator, Administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
<p>4) Provide the resources and materials to support the AVID program (AVID Library)</p> <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p>	2.4, 2.5, 2.6	AVID Coordinator, AVID Elective educator, college tutors, and administration	3-week Progress Reports grades, 9-week Report Card grades End-of-year assessments, grades, and STAAR Test will increase			
<p>5) Provide college tutors for students enrolled in the AVID elective class two times per week.</p> <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p>	2.4, 2.6	Educators, SCEI Coaches, Administration, AVID tutors	Increased scores on Common Assessments , Improve passing rate for the 9 weeks, Benchmark data, 2018 STAAR Results			
<p>6) Teachers will attend staff developments that will teach them best practices to use to help all students reach Postsecondary Readiness Standards. Such as AVID Summer Institute, AVID Path Training, and or Master Teacher SEL.</p> <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. **Root Cause 1:** Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

Perceptions

Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. **Root Cause 2:** In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.

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

Performance Objective 3: By the end of the 2018-2019 school year, 100% of SSG Manuel R. Puentes Middle School teachers will be able to educate students on the requirements of House Bill 5 and all 8th grade students will complete the Endorsement Verification Form (EVF) and the College Career Readiness Plan (CCRP) that was created to educate all its students on different careers and skills needed to be successful in college.

Evaluation Data Source(s) 3: Endorsement Verification Form (EVF) and the College Career Readiness Plan (CCRP) will be completed by all 8th graders, workshops on HB5 will be provided, sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Counselors will hold a Career Fair in the Fall of 2017 for scholars and parents.</p>	2.4, 2.6, 3.1, 3.2	Counselors, Parent Liasion, CIS counselor	Students will become more aware of college and career choices and will be properly placed in HB5 endorsements.			
<p>Problem Statements: School Processes & Programs 2, 3 - Perceptions 1, 2 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Provide presentations in support of Operation College Bound on different occupations.</p>	2.4, 2.5, 2.6	Counselors, Parent Liasion, CIS counselor	Students will become more aware of college and career choices and will be properly placed in HB5 endorsements.			
<p>Problem Statements: Perceptions 2</p>						
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. Root Cause 2: The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.</p>
<p>Problem Statement 3: In the 2018-2019 school year Puentes will be starting its 6th year in existence. A technology plan was implemented to begin to replace our technology and will be continued this school year. Root Cause 3: Technology equipment is becoming outdated. Due to population growth the student to computer ratio became inadequate.</p>
Perceptions
<p>Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. Root Cause 1: Meetings were not held in the evenings and not enough incentives were offered for parents to participate.</p>

Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. **Root Cause 2:** In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.

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

Performance Objective 1: During the 2018-2019 school year, SSG Manuel R. Puentes Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 20% as compared to the 2017-2018 school year.

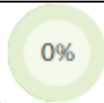
Evaluation Data Source(s) 1: Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide parents with support to assist their child by providing presentations, classes, information nights (HB5, Advanced Academy options, Latino Literacy Project, community services, parenting, nutrition, etc.) throughout the year and provide materials/supplies for parent make and take workshops. Encourage participation and attendance at district conferences such as: Mother/Daughter and Father/Son Annual conferences. Snacks and supplies will be needed.</p>	3.1, 3.2	CIS Coordinator, Parent Liaison, Counselors, Administration	Calendar schedule of events, programs, trainings; website postings; parent phone calls, products made during workshops Sign in sheets, phone logs Evidence of parent attendance at presentations, meetings, workshops. Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment			
<p>Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 2500.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Increase the number of collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students.</p>	3.1, 3.2	CIS Coordinator, Parent Liaison, Counselors, Administration and Teachers	Calendar schedule of events, programs, trainings; website postings; parent phone calls, products made during workshops Sign in sheets, phone logs Evidence of parent attendance at presentations, meetings, workshops. Sign in sheets, Campus climate Survey data, CIS documentation reports, Parent Needs Assessment			
<p>Problem Statements: Perceptions 1</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. **Root Cause 1:** Meetings were not held in the evenings and not enough incentives were offered for parents to participate.

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, SSG Manuel R. Puentes Middle School will increase the number of notifications sent through Twitter, School Webpage and Emails to at least once a week to keep parents, businesses, and community members informed.

Evaluation Data Source(s) 2: Increase in parent attendance and participation through sign-in-sheets will be conducted to see if our communication plan was effective.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy Critical Success Factors CSF 5</p> <p>1) Provide a means of communication to parents on campus activities through the following: campus website, phone calls, Tyler parent portal, volunteer meetings and parent presentation using a laptop, printer and IWB.</p>	3.1, 3.2	CIS coordinator, Parent Liaison, Administration	Calendar of events, website postings, calls through School Messenger, parent meeting sign in sheets, marquee information, foyer area TV monitor, Remind 101 Documented notifications, calendars, sign in sheets Documentation of parent participation at campus events and parent meetings. Sign-in sheets, Campus Climate Survey data			
<p>Problem Statements: Perceptions 1 Funding Sources: 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. Root Cause 1: Meetings were not held in the evenings and not enough incentives were offered for parents to participate.</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 3:

By the end of the 2018-2019 school year, SSG Manuel R. Puentes Middle School will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education by five more activities completed.

Evaluation Data Source(s) 3: End-of-year comparison of number of partners for 2017-2018 to the 2018-2019 and the documentation of activities that have been completed will be used to as a checkpoint.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Build on our current partner base to develop additional partnerships with area businesses, higher education institutions, and community agencies to support student education.</p>	3.1, 3.2	CIS, Counselors, Parent Liaison	<p>Additional agreements between campus and new partners.</p> <p>Attendance at campus events, and incentives/donations provided by Partners in Education, community organizations, and institutions of higher learning.</p> <p>End-of-year comparison of number of partners for 2016-17 to 2017-18, and documentation of activities completed.</p>			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 4: For the 2018-2019 school year, SSG Manuel R. Puentes Middle School will have a minimum of 3 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Data 2016-2017 has over 90% of parents shared that feel that the school communicates with them and their student in a positive manner we will send out a survey to evaluate to see if the percentage increases.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide customer service training for staff to ensure a positive and welcoming school climate for parents and community members.</p>	2.6	Counselors, Administration	Sign-in sheets of trainings provided at the beginning, middle and end of year. Staff provides positive assistance to parents Data from Parent School Climate Survey. Positive comments from parents after assistance by school staff			
Problem Statements: Perceptions 1, 2						
<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>						

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: To increase parent attendance in school and community meetings by 20 % in the 2018-2019 school year. Root Cause 1: Meetings were not held in the evenings and not enough incentives were offered for parents to participate.</p>
<p>Problem Statement 2: This year in our Climate Survey our faculty shared that their voices need to be heard and that they wanted their peers to work more as teams. Root Cause 2: In 2018-2019 the Bobcat community will be looking at building strong Professional Learning Communities. The Learning by Doing guide by the Dufours, Eaker, Many and Mattos will be utilized and followed with fidelity to ensure success of making all stake holders feel valued and part of a common vision.</p>

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

Performance Objective 1: During the 2018-2019 school year, SSG. Manuel R. Puentes Middle School administration will schedule at least once a month data sessions with Curriculum and Instruction personnel.

Evaluation Data Source(s) 1: Lesson Plans, 3/6/9 weeks common assessments, Benchmarks, STAAR data, Categorizing the Question that analyzes assessments will be utilized

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Following district benchmark assessments, schedule data feedback sessions with Curriculum and Instruction personnel to acquire support and resources. Categorizing the Question best practice will be utilized to determine which SE's and TEKS scholars did not master.	2.4, 2.5, 2.6	SCEI coaches, Administrators, Educators	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 2) Provider teachers a half a day to use data to plan with their PLC's 3 times a year.	2.4, 2.6	SCEI coaches, Administration, Core Teachers	Performance-Based Monitoring Analysis System, End-of-year at-risk report, final grades, STAAR assessment data by subgroups, and the TAPR report will show increases.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 199 - General - 3000.00, 199 - General Fund: SCE - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. **Root Cause 1:** Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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 Puentes MS teachers will continue to document all communication with parents and students on Eduphoria to meet the needs of at-risk students.

Evaluation Data Source(s) 2: Data will be pulled from Eduphoria at the end of the year and compared to the year before, RTI data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide training for teachers in the use of the different ways to document At-Risk students. (ie Eduphoria/ARMS system to document scholar interventions, RTI, calendar of documentation dates linked to each 3/6/9 week reporting period. Will read Culturize by Jimmy Casas to learn how to build relationships with At-Risk scholars.</p>	2.4, 2.6	Teachers and administration will review each 3-weeks of documentation on Eduphoria/ARMS for students at-risk, and those failing any subject.	Checkpoints for struggling students: Common assessment, grades, discipline referrals, benchmarks will be used to check on the students progress			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. Root Cause 1: Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.</p>
<p>Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. Root Cause 2: In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.</p>

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

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, the attendance rate for all students at SSG Manuel R. Puentes Middle School will increase from 96.32% to 97%.

Evaluation Data Source(s) 3: PEIMS Attendance reports every 3 weeks will be utilized.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) At the end of every week Make It Count percentages for each grade level will play a role in which grade level will get music cafe during lunch at the end of the week.</p>	2.4, 2.6	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 199 - General - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Students with perfect attendance for 3, 6 and 9 weeks get a treat (chips, candy, coke, ice cream)</p>	2.4, 2.6	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
<p>Funding Sources: 199 - General - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Every 6 weeks the grade level with the best attendance will get a "free jean" day.</p>	2.4, 2.6	Administration	Run attendance reports weekly by grade level to check increase in attendance.			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: In 2017-2018 scores showed that we did not meet our goal for increasing scores by 10 percentage points in Meeting Grade Level for all core content except for Social Studies & Science. In 2018-2019 we will increase 10% in overall Student Achievement by utilizing tiered and differentiated instruction. This instruction will be monitored by the leadership team through Power Walks & TTESS walkthroughs. **Root Cause 1:** Data reflects that targeted staff development in the year 2017-2018, was not sufficient for staff to become master teachers in differentiated instruction, Tiered instruction, IEP implementation, SIOP strategies, academic language acquisition, and social emotional learning to create rapport with students so as to achieve a conducive learning environment.

Problem Statement 2: We will diagnose all of our scholars in math & reading at the beginning of the year using so we can target instruction needed for our scholars to master their TEKS. Professional development on best practice strategies on tiered and differentiated instruction curriculum will be scheduled based on the results of the results of the screeners. **Root Cause 2:** In order for our educators to meet the needs of their scholars they need to know what gaps and or strengths their scholar have.

Problem Statement 3: In 2017-2018 data showed that we did meet and exceeded our goal for increasing SPED scholars scores by 10 percentage points in Student Overall Achievement. In the 2018-2019 educators will continue to support their scholar's academic needs by purposefully planning differentiated lessons and tutoring that meet the diverse learning styles and IEPs of the students. **Root Cause 3:** We will continue to provide staff development for our educators on co-teaching, differentiated instruction, Tiered instruction, academic language acquisitions and social emotional learning to create rapport with students.

Problem Statement 4: In 2018-2019 educators will help our scholars increase 10% points in Overall Student Achievement by purposefully planning lessons that will address the five areas of language acquisition (reading, writing, speaking, listening, and thinking). Lesson plans will serve as evidence that needs are being met, as plans will show language acquisition components for each week. **Root Cause 4:** We did not meet our 2017-2018 goal. We will utilize more targeted support for our ELL scholar's academic needs. We will continue to provide staff development for our educators on SIOP strategies, academic language acquisition, differentiated instruction, Tiered instruction and social emotional learning to create rapport with students. This instruction will be monitored by the leadership team.

School Processes & Programs

Problem Statement 2: Inconsistency in monitoring of campus initiatives and programs. **Root Cause 2:** The administration and leadership team need to purposefully schedule time on a calendar as well as a check point system to ensure initiatives are being done with fidelity.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide training/information to the campus staff on the Emergency Operations Plan.
1	1	2	Provide training to students over the campus Emergency Operations Plan, safety drills and procedures.
1	2	1	Plan for the implementation of all required emergency drills as scheduled by the district safety coordinator.
1	3	1	Provide yearly training for staff during the July professional development week to include access and use of SEL (Social Emotional Learning) lessons and Master Teacher best practices. Data from the 2018-2019 Social Emotional Survey given will help us know what topics we need to work on.
2	11	1	Scholars will receive i-ready diagnostic testing to identify specific performance level. Classroom instruction and afterschool tutoring will target identified student needs as indicated on i-ready. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.
2	12	1	Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners. Educators will implement the use of interactive word wall activities. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.
2	13	1	Teacher training on structured writing format. Implementation of structured writing format at least once per instructional unit. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR.
2	14	1	Scholars will receive i-ready testing to identify specific performance level. Classroom instruction and afterschool tutoring will target identified student needs as indicated on i-ready. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.
2	15	1	Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners. Educators will implement the use of interactive word wall activities. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.
2	16	1	Educators will be trained on the development of interactive word walls to support SIOP strategies that will ensure focused lesson plans to support EL learners. Educators will implement the use of interactive word wall activities. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR results.
2	17	1	Teacher training on structured writing program. Implementation of structured writing program at least once per instructional unit. Monitoring of student performance and data will continue throughout the academic year with an end focus on STAAR.

State Compensatory

Budget for SSG. Manuel R. Puentes Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.049.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$16,110.00
199.11.6118.00.049.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$23,027.00
199.11.6119.00.049.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,432.00
199.11.6119.00.049.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$193,570.00
19911049000180006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,583.23
1991104930000006119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$113,431.95
199.12.6129.00.049.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$7,482.00
1991204930000006129	6129 Salaries or Wages for Support Personnel	\$6,182.93
199.11.6141.00.049.7.30.0.00.	6141 Social Security/Medicare	\$1,645.00
199.11.6141.00.049.7.30.8.00.	6141 Social Security/Medicare	\$1,690.00
199.12.6141.00.049.7.30.0.00.	6141 Social Security/Medicare	\$113.00
199.11.6142.00.049.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.049.7.30.8.00.	6142 Group Health and Life Insurance	\$22,645.00
199.12.6142.00.049.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.049.7.30.0.00.	6143 Workers' Compensation	\$501.00
199.11.6143.00.049.7.30.8.00.	6143 Workers' Compensation	\$516.00
199.12.6143.00.049.7.30.0.00.	6143 Workers' Compensation	\$34.00
199.11.6146.00.049.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$136.00
199.11.6146.00.049.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$2,601.00
199.11.6146.00.049.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$513.00
199.12.6146.00.049.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$37.00

199.11.6146.00.049.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,601.00
199.11.6149.00.049.7.30.0.00.	6149 Employee Benefits	\$1,476.00
199.11.6149.00.049.7.30.5.00.	6149 Employee Benefits	\$137.00
199.11.6149.00.049.7.30.8.00.	6149 Employee Benefits	\$1,874.00
199.11.6149.00.049.7.30.9.00.	6149 Employee Benefits	\$632.00
199.12.6149.00.049.7.30.0.00.	6149 Employee Benefits	\$396.00
6100 Subtotal:		\$716,919.11
6200 Professional and Contracted Services		
199.32.6299.99.049.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00
6400 Other Operating Costs		
199.11.6494.00.049.7.30.5.00.	6494 Reclassified Transportation Expenses	\$500.00
6400 Subtotal:		\$500.00

Personnel for SSG. Manuel R. Puentes Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeannette Limon	SCEI Coach	SCE	1
Sylvia Garcia	SCEI Coach	SCE	1
Tina Conrad	CSR Teacher	SCE	1
Tucker Clark	CIS	SCE	.50
Vanessa Chavez	Library Aide	SCE	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Bushaw	College Tutor	Title I	1
Craig Dominguez	College Tutor	Title I	1
Daniela Gonzalez	College Tutor	Title I	1
Deyzia Dominguez	College Tutor	Title I	1
Kamryn Hauck	College Tutor	Title I	1
Karla Leyva	Parent Liaison	Title I	1
Liliana Ortiz	College Tutor	Title I	1
Miguel Payan	College Tutor	Title I	1
Tucker Clark	CIS	Title I	.50

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Fund		\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	5	1			\$0.00
2	6	1	Snacks and Drinks		\$250.00
2	7	1			\$0.00
3	1	1			\$0.00
3	2	2			\$0.00
3	2	3	General Supplies		\$1,500.00
4	2	1	CIS refer to strategy 4.1.1		\$0.00
5	1	2	Substitutes		\$3,000.00
5	3	1			\$0.00
5	3	2	(chips, candy, coke, ice cream)		\$500.00
5	3	3			\$0.00
Sub-Total					\$5,250.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	SCE		\$0.00

2	1	3			\$0.00
2	1	4			\$0.00
2	1	5	Extra Duty Pay		\$20,000.00
2	1	5			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	5	1			\$0.00
3	2	2			\$0.00
5	1	2			\$0.00
Sub-Total					\$20,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Extra duty pay, Rosetta Stone, STAAR Master; Color Paper for Foldables		\$16,000.00
2	1	2	Brain pop, STAAR Workbooks, TI Nspire, Manipulatives		\$5,000.00
2	1	3	Mentoring Minds, Edusmart, Motivation Secondary Science Workbook, Dictionaries Lab equipment, Lab materials		\$5,000.00
2	1	4	STAAR Masters		\$8,700.00
2	1	6	Desktop Computers, New IWBs		\$25,000.00
2	2	1	STAAR Master, Countdown to STAAR, LINKS Bookletss, PEG. Color Paper for Foldable		\$10,000.00
2	3	1	STAAR Master, calculators with their Hats, Countdown to STAAR are a few examples provided.		\$3,000.00
2	5	1	See Objective 4 Strategy 1		\$0.00
3	2	1	Title I (Summer Institute \$1,500.)		\$1,500.00
3	2	2	Expenditures for AVID		\$20,000.00
3	2	3	AVID Membership Fee		\$1,500.00
3	2	4	Title I (\$4,000.)		\$3,000.00
3	2	5	Title I (\$25,000.)		\$0.00

3	2	6	AVID Summer Institute See Goal 3 Obj2 Strategy 2		\$0.00
3	3	1			\$0.00
4	1	1			\$2,500.00
4	3	1	CIS refer to strategy 4.1.1		\$0.00
5	1	1	SCEI Coaches - refer to strategy 2.3.2		\$0.00
5	2	1			\$2,000.00
Sub-Total					\$103,200.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$132,450.00