

Donna Independent School District
D.M. Saucedo Middle School
2021-2022 Campus Improvement Plan



Mission Statement

Mission Statement: The mission of Donna I.S.D. is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Vision

Vision Statement: The Vision of Donna I.S.D. is to be a bold district at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state, and nation.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

- Provide a vertically aligned rigorous curriculum (PK-16).
- Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
- Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:

- Attract and retain highly qualified staff.
- Provide ongoing targeted staff development.
- Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:

- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
- Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
- Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources.

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:

- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

- Provide security measures at all campuses to establish a learning climate of mutual respect.
- Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

5. We believe that our school district must be a model for sound fiscal responsibility and integrity. As a result, we are determined to:

- Establish policies and procedures to promote ethical practices in all areas of fiscal management.
- Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
- Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to:

- Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.
- Accommodate parents' work schedules when creating parent involvement opportunities.
- Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).

7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to:

- Involve community members by inviting them to serve on school and district committees.
- Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.
- Ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.

8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined to:

- Work as unified team to find solutions to the district's most pressing issues.
- Require that every project specify the persons responsible to facilitate proper coordination of efforts.
- Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

As a campus we are overrepresented in our ELL population and in our At Risk population due to the nature of our socio-economic and mobility rates in our district. ELL students exiting from the program has been a slow progression. The mass majority of our student populations come from rural neighborhoods.

Enrollment numbers indicate a decrease in our number of students of 762

- Breakdown by ethnicity, gender, or other category:
 - ELL: 493 students = 64%
 - Special Education: 100 students= 13%
 - Ethnicity: 762 Hispanic / 0 White = 100% Hispanic
 - Gender: 331Females/ 431? Males = 46.5%females/ 53.5% Male
 - At-Risk: 696 students= 91%
 - Gifted and Talented: 38 = 5%
 - Migrant: 41 students= 5.4%

Our 6th grade cohort decreased from last year because students attended charter campus in the area.

Population is as follows: 100% Hispanic

Dora M. Saucedo Middle School services 5 rural neighborhoods all of which are located on or around North Tower Road, North Val Verde Road, Border Road, Sioux Road and Minnesota Road.

Our At Risk population of students in our campus is composed of 696 (91%) Our students are labeled At Risk for the following reasons:

Category 1 ? SS1 ?	Student Success Initiative- label for student in 9th grade that were in our campus (STAAR for last year's 8th grader) ?
Category 2 ?	At-Risk code for student in 7th & 8th who did not maintain an average equivalent to 70 on a scale of 100 in 2 or more subjects: last year or this year ?
Category 3 ?	Was not advanced from one grade level to the next for one or more school years ?

Category 1 ? SS1 ?	Student Success Initiative- label for student in 9th grade that were in our campus (STAAR for last year's 8th grader) ?
Category 4 ?	Did not perform Satisfactory on an assessment instrument administered to the student and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 100% of the level of satisfactory performance on that instrument (STAAR s scores had been used) ?
Category 5 ?	IS pregnant or is a parent ?
Category 6 ?	Has been placed in an alternative education-program during the preceding or current school year ?
Category 7 ?	Has been expelled during the preceding or current school year ?
Category 8 ?	Is currently on parole, probation, deferred prosecution, or other conditional release ?
Category 9 ?	Was previously reported through the PEIMS to have dropped out of school ?
Category 10 ?	Is a student of Limited English Proficiency ?
Category 11 ?	Is in the custody or care of the Dept. of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials ?
Category 12 ?	Is homeless ?
Category 13 ?	Resides in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home ?
Category 14 ?	Student has been incarcerated or has a parent/guardian who has been incarcerated within the lifetime of the student in a penal institution as defined by the penal code ?

Staff Demographics?:

- Staff Members: 98.5
- 1 Principal?
- 3 Administrators?
- 9.5 Support Staff?
- 51 Teachers?
- 7 Educational Aids?
- 1 drill instructor
- 1 Librarian?
- 2 Academic Counselors
- 1 LPC counselor
- 9 custodians
- 9 cafeteria
- 3 guards
- 1 police officer

Teacher Qualifications?:

Sauceda Middle School staff is highly qualified:?

51 Teachers hold a Bachelor's Degree?

13.5 Teachers hold a Master's Degree?

2 are transfer teachers to Sauceda?

21.0 teachers have 1-5 years of experience ?

18.4 teachers have 6-10 years of experience?

7 teachers have 11-20 years of experience?

5 teachers have over 20 years of experience

Staff Demographics?:

6th Grade Teachers?

- Number of students 265?
- Number of teachers 17?
- Student/Teacher ratio 16:1?
- 1 Teacher Assistant?
- 14 female teachers?
- 3 male teachers?
- 1 female teacher assistant

7th Grade Teachers?

- Number of students 270?
- Number of teachers 17?
- Student/Teacher ratio 16:1?
- 1 Teacher Assistants?
- 13 female teachers?
- 4 male teachers?
- 1 female teacher assistant

8th Grade Teachers?

- Number of students 293 ?
- Number of teachers 17?
- Student/Teacher ratio 17:1?

- 1 Teacher Assistants?
- 12 female teachers?
- 5 male teachers?
- 1 female teacher assistant?

Elective Teachers?

- There are 23 elective teachers?
- 10 female?
- 13 male?

Life Skills?

- 2 female teacher ?
- 2 male teacher assistants?
- 2 female teacher assistants

Student Teacher Ratios for the past three years have gone up slightly.?

Students per Teacher?	
2017-18?	10.6?
2018-19?	11?
2019-20?	12.4?

- Performance on the Benchmark tests for Reading and Math have remained close each of the past three years.?

Average Benchmark Scores All Subjects All Grades?	
2017-18?	54.2?
2018-19?	56.2?
2019-20?	56.2?

- The Student/Teacher ratio has gone up slightly, but the student performance has stayed very close. ?
- **In conclusion, there is not enough variance in the quantitative data to show any definitive answer to how the student/teacher ratio affects performance.**

Demographics Strengths

Special program services include: Gifted and Talented, Advanced, Pre-AP, Special Education, Guided Reading, ESL, AVID, and Migrant. All programs continue to show

student progression as per assessment data

- After school tutorials for students needing extra help. The structure of tutorials made it possible to target specific groups of students, based on their needs with given objectives.
- ACE Program to help students with homework, and serves as tutorial time.
- Sports as a way to keep students focused: academics and discipline
- ELA teachers have an ESL co-teacher in the classroom.
- ESL teacher serves ESL and ELD 6th grade students
- 58% of students are Limited English Proficiency and 100% are being serviced
- Academic interventions (Reading, Math, Social Studies, and Science) have been very effective as a result of our teacher-to-student ratios.
- Writing and Reading allowed for effective and individualized instruction through intervention groups for 8th grade students.

Student Learning

Student Learning Summary

Student Academic Achievement

How is student achievement data disaggregated?

Data disaggregation refers to the breaking down of student data into smaller groupings, often based on characteristics such as grade level, subject, department, population (Sped, ELL, Econ. Disadvantaged), and faculty meeting data.

How does student achievement data compare from one data source to another?

In some areas, the team can access existing data. For example, they will be able to gather quantitative data such as student achievement results, reports, and demographic statistics from community-based or other organizations. The three data sources we use for student achievement are Eduphoria, the Texas Academic Performance Report (TAPR), and the School Report Card (SRC). Although they are all very useful, they provide us with different types of information. Eduphoria provides data based solely on the teacher's own students, whereas TAPR and SRC provide campus wide data by grade level, subject, and subpopulations. Also, Eduphoria provides us with continuous data throughout the year with Bundle, Comprehensive, and Benchmark Exam scores. TAPR and SRC only provide data based on STAAR results, but both can be used to monitor progress from one year to the next.

In the year 2018-19 Saucedo Middle School's overall accountability rating was a 73/C for acceptable performance by serving many students well but needs to provide additional academic support to many more students. Saucedo Middle School's state accountability ratings are based on three domains: Student Achievement 70/C, School Progress 81/B, and Closing the Gaps 53/F. Saucedo Middle School earned a distinction designation for Science.

Based on the TEA 2018-19 School Report Card, Economically Disadvantaged students made up 97.3% of Saucedo Middle School's enrollment compared to 60.6% at the state level. The ED population showed small progress in Reading, Writing, and Science; held steady in Mathematics; but went down in Social Studies. Special Education made up 10.5% of student enrollment compared to 9.6% for the state. Sped population performance went down in Reading, Mathematics, and Writing with a large drop in Science and Social Studies. English Learners comprise 63.8% of the school's population compared to 19.5% for the state. EL student performance made small increases in Reading and Mathematics, larger increases in Writing and Social Studies, and a drop in Social Studies.

All subject areas need to follow a detailed strategy to elicit continued growth in student achievement. Saucedo Middle School has set a goal for students to achieve Meets and Masters level on STAAR. According to the School Report Card, Saucedo Middle School remained at 69% for approaches, went down in Meets from 35% to 33%, and remained unchanged in Masters at 12%. The percent of students achieving Meets and Masters at Saucedo Middle School is significantly behind the state at 50% and 24%, respectively. This level of underachievement is a large reason for the campus receiving an F rating in Closing the Gaps.

What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

2019 STAAR Reading, Grade 6

??	May 2019 STAAR Reading, Grade 6?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	212?	37.74%?	8.49%?	0.47%?
?? Economic Disadvantage?	206?	37.38%?	7.77%?	0.49%?
?? Hispanic?	212?	37.74%?	8.49%?	0.47%?
?? Female?	98?	41.84%?	10.20%?	1.02%?
?? Male?	114?	34.21%?	7.02%?	0%?
?? LEP?	149?	27.52%?	3.36%?	0%?
?? Second Year of Monitoring?	5?	80%?	0%?	0%?
?? Special Ed Indicator?	30?	6.67%?	0%?	0%?

For 6th grade reading the data shows a decrease in socioeconomic and ethnicity but in gender a significantly higher percentage of female students are passing than male students. Females have a higher percentage of Approaches and Meets performance. The greater area of change is found in students who are LEP, Second Year Monitoring and Special Ed. LEP students are at a higher achievement rate than Special Ed but Second Year Monitoring students have the greatest percentage of achievement.

2019 STAAR Mathematics, Grade 6

??	May 2019 STAAR Mathematics, Grade 6?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	219?	81.28%?	36.07%?	6.39%?
?? Economic Disadvantage?	212?	80.66%?	35.38%?	6.13%?
?? Hispanic?	219?	81.28%?	36.07%?	6.39%?
?? Female?	100?	79%?	35%?	6%?
?? Male?	119?	83.19%?	36.97%?	6.72%?
?? LEP?	150?	82%?	32.67%?	3.33%?
?? Second Year of Monitoring?	5?	60%?	40%?	20%?
?? Special Ed Indicator?	30?	73.33%?	13.33%?	3.33%?

Within the 2019 for 6th grade Mathematics, the data demonstrates changes between socioeconomic, gender and ethnicity. The greater area of change is found in the Special Education population in the Meets category with 13.33% lower than the other categories analyzed. As we compare the 6th grade STAAR Math data for the 2018 and 2019 academic years there is a noticeable decrease on the Second Year Monitoring Masters category by 46.67%. The overall performance of Saucedo Middle School shows a shrinkage on the meets and masters categories.

2019 STAAR Reading, Grade 7

??	May 2019 STAAR Reading, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
Saucedo Middle School?	281?	66.55%?	30.96%?	15.30%?
?? Economic Disadvantage?	268?	65.67%?	28.73%?	14.18%?
?? Hispanic?	281?	66.55%?	30.96%?	15.30%?
?? Female?	132?	73.48%?	32.58%?	18.18%?
?? Male?	149?	60.40%?	29.53%?	12.75%?
?? LEP?	174?	56.32%?	16.67%?	5.17%?
?? Second Year of Monitoring?	3?	100%?	100%?	33.33%?
?? Special Ed Indicator?	27?	18.52%?	0%?	0%?

The 2019 7th grade Reading STAAR data demonstrates slight changes within all populations. The greatest area of change was indicated in the ethnicity population with 30% meets. Comparing the 2018 to the 2019 7th grade Reading STAAR, the Special Ed population decreased in all State categories. The overall performance at Saucedo Middle School shows an increase in all three State Categories: approaches, meets, and masters.

2019 STAAR Mathematics, Grade 7

??	May 2019 STAAR Mathematics, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
Saucedo Middle School?	258?	69.77%?	27.13%?	6.59%?
?? Economic Disadvantage?	246?	69.51%?	27.24%?	6.50%?
?? Hispanic?	258?	69.77%?	27.13%?	6.59%?
?? Female?	120?	68.33%?	25.83%?	5%?

??	May 2019 STAAR Mathematics, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
?? Male?	138?	71.01%?	28.26%?	7.97%?
?? LEP?	171?	63.16%?	17.54%?	1.75%?
?? Second Year of Monitoring?	3?	100%?	66.67%?	33.33%?
?? Special Ed Indicator?	27?	66.67%?	3.70%?	0%?

When comparing within the 2019 school year, with the Limited English Proficient subpopulation being about 61% of our campus demographics, LEP scored 6.61% percent lower than Saucedo campus within the 7th grade mathematics. Although the Special Education program is only 11% but none the less, the program scored higher than the LEP population, but still lower than Saucedo campus by 3.1%.

2019 STAAR Writing, Grade 7

??	May 2019 STAAR Writing, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
Saucedo Middle School?	253?	60.47%?	26.88%?	7.51%?
?? Economic Disadvantage?	244?	60.25%?	25.82%?	7.38%?
?? Hispanic?	253?	60.47%?	26.88%?	7.51%?
?? Female?	120?	71.67%?	33.33%?	10%?
?? Male?	133?	50.38%?	21.05%?	5.26%?
?? LEP?	169?	49.70%?	16.57%?	1.18%?
?? Second Year of Monitoring?	2?	100%?	50%?	0%?
?? Special Ed Indicator?	26?	11.54%?	0%?	0%?

The gap between female and male student achievement is quite large at all three levels with females outperforming their male classmates. Also, there are significant gaps between English Learners and the overall population at all three levels of achievement. Sped students are also far behind their classmates both for this year and the previous year.

2019 STAAR Reading, Grade 8

??	April 2019 STAAR Reading, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	270?	77.00%?	34.00%?	13.00%?
?? Economic Disadvantage?	261?	77.00%?	34.00%?	13.00%?
?? Hispanic?	269?	77.00%?	34.00%?	13.00%?
?? Female?	125?	85.60%?	40.80%?	18.40%?
?? Male?	145?	67.59%?	26.90%?	7.59%?
?? LEP?	162?	72.00%?	23.00%?	5.00%?
?? Special Ed Indicator?	12?	71.00%?	21.00%?	14%?

Year to year there continue to be increases for females across all three spectrums of approaches/meets/masters. For our socioeconomic and LEP students we see slight changes from one year to the next with the greatest change occurring with our Sped students who experienced a large increase in achievement for approaches/masters from previous year. The data show an increase in female students who are passing than male students. Another area of increase occurs within our Economic Disadvantage students with a higher achievement rate than LEP and Sped. LEP students have a slight increase in achievement over Sped populations. Overall, student achievement is very consistent with the previous year.

2019 STAAR Mathematics, Grade 8

??	April 2019 STAAR Mathematics, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	235?	93.00%?	48.00%?	6.00%?
?? Economic Disadvantage?	228?	93.00%?	49.00%?	5.00%?
?? Hispanic?	234?	93.00%?	48.00%?	6.00%?
?? Female?	108?	97.22%?	62.96%?	6.48%?
?? Male?	127?	88.98%?	33.86%?	3.15%?
?? LEP?	154?	91.00%?	44.00%?	3.00%?
?? Special Ed Indicator?	12?	79.00%?	21.00%?	14%?

For 8th grade Math the data shows a slight change between the LEP population, socioeconomic and ethnicity. Female students perform approximately 8% higher than male students. The greater area of change is found in the Special Ed. Population with a 14% lower achievement rate than the total. The Special Ed. Population, however, did have the highest achievement rate in the Masters category. There is a small increase in females outperforming males compared to the previous year.

2019 STAAR Science, Grade 8

??	May 2019 STAAR Science, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	265?	75.85%?	41.89%?	15.09%?
?? Economic Disadvantage?	256?	76.56%?	41.80%?	14.84%?
?? Hispanic?	264?	75.76%?	41.67%?	15.15%?
?? White?	1?	100%?	100%?	0%?
?? Female?	125?	80.80%?	44%?	17.60%?
?? Male?	140?	71.43%?	40%?	12.86%?
?? LEP?	157?	65.61%?	23.57%?	5.10%?
?? Second Year of Monitoring?	4?	100%?	100%?	75%?
?? Special Ed Indicator?	12?	33.33%?	8.33%?	8.33%?

Between 2018-2019 there was a slight growth in Approaches and a slight decline in Meets and Masters.?

Overall, approaches increased by 2.59% from the previous year. Overall, meets declined by 4.64% from the previous year. Overall, masters declined 6.44% from the previous year. Female students are showing a higher level of mastery than all other populations across all three levels of achievement.

2019 STAAR Social Studies, Grade 8

?

??	May 2019 STAAR Social Studies, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	265?	48.30%?	18.87%?	9.81%?
?? Economic Disadvantage?	256?	47.66%?	18.75%?	9.77%?
?? Hispanic?	264?	48.11%?	18.94%?	9.85%?
?? White?	1?	100%?	0%?	0%?
?? Female?	126?	50.79%?	17.46%?	8.73%?
?? Male?	139?	46.04%?	20.14%?	10.79%?

??	May 2019 STAAR Social Studies, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
?? LEP?	156?	32.05%?	7.69%?	4.49%?
?? Second Year of Monitoring?	4?	75%?	50%?	25%?
?? Special Ed Indicator?	12?	8.33%?	0%?	0%?

For 8th grade Social Studies the LEP students are struggling a bit more than the overall population. There is about a 16% difference between the two groups. The data also show that the student's economic status did not affect their performance as the difference was less than 1% when compared to students overall. SPED students are also lagging behind with a 40% achievement gap. There were decreases in all categories from 2018 to 2019 except in the LEP population.

2019 STAAR EOC, Algebra I

??	Spring 2019 STAAR EOC, Algebra I?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	51?	100%?	92.16%?	72.55%?
?? Economic Disadvantage?	49?	100%?	93.88%?	73.47%?
?? Hispanic?	51?	100%?	92.16%?	72.55%?
?? Female?	27?	100%?	88.89%?	66.67%?
?? Male?	24?	100%?	95.83%?	79.17%?
?? LEP?	10?	100%?	90%?	70%?

Algebra continues to show 100% of students at acceptable performance. In the higher Meets and Masters categories, males outperformed females in contrast to last year's results. The Economically Disadvantaged and English Learners groups both showed increases in Meets and Masters compared to the previous year.

In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Sauceda Middle School did not perform well in terms of growth. According to the 2018-19 School Report Card, Sauceda Middle School's Academic Growth Score for Reading and Mathematics combined went down significantly from 69 to 61 compared to the state level of 69. Reading went down from 65 to 61 compared to 68 for the state, and Mathematics went down from 73 to 61 compared to 70 for the state.

In terms of student achievement, 6th grade Reading went down 6% and was 27% below the state. 6th grade Mathematics increased 2% and exceeded the state by 1%. 7th grade Reading grew by 8% but was still 9% below the state. 7th grade Mathematics remained at 70% but was 5% below the state. 7th grade Writing increased 5% but was 9% below the state. 8th grade Reading held steady at 77% but was also 9% below the state. 8th grade Mathematics decreased by 1% but exceeded the state by 5%. 8th grade Science went up 3% but trailed the state by 4%. 8th grade Social Studies decreased by 8% and fell behind the state by 20%. And Algebra I EOC continued to perform at 100% satisfactory and exceeded the state by 15%.

Which students are making progress? Why?

English Learners overall are making incremental progress with an increase of 2% from the previous year. Economically Disadvantaged students do not achieve at a significantly different level than the overall population due to the ED group making up such a large majority of enrolled students. Sped students saw a significant decrease of 7% from the previous year.

In contrast to Eduphoria, the TAPR and SRC do not disaggregate achievement data by gender. In general, female students are outperforming male students in all three grade levels of Reading, 7th Writing, and 8th Mathematics. Male students slightly outperform female students in 6th and 7th math and Algebra. The data is split in 8th Social Studies.

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. This measurement is limited to Reading and Mathematics due to the continuity of testing in these subjects. Saucedá Middle School showed significant progress in Reading, going from 30% in 2018 to 39% in 2019 but still falling behind the state average of 41%. Mathematics saw a drop from 64% in 2018 to 57% in 2019, but the campus continued to outperform the state at 45%.

What impact are intervention programs having on student achievement? Which students are benefitting or not? Why?

Intervention programs Saucedá Middle School provides include

- Ace
- Morning and afternoon tutorials
- Saturday reading and math camps
- Imagine Math
- I-Station
- Guided Reading elective course

- IXL.com writing program
- myON.com reading program
- Accelerated Reader
- Gear Up
- Migrant Lab elective course
- Peer tutoring

What does the longitudinal student achievement data indicate?

	2012	2013	2014	2015	2016	2017	2018	2019
6th Reading	45%	39%	61%	50%	46%	48%	47%	41%
6th Mathematics	52%	43%	76%	---	65%	75%	80%	82%
7th Reading	54%	48%	44%	51%	53%	60%	59%	67%
7th Mathematics	53%	45%	43%	---	57%	58%	70%	70%
7th Writing	46%	39%	47%	48%	55%	58%	56%	61%
8th Reading	55%	66%	67%	76%	76%	75%	77%	77%
8th Mathematics	58%	63%	78%	---	84%	87%	94%	93%
8th Science	54%	65%	56%	66%	75%	70%	74%	77%
8th Social Studies	47%	57%	41%	54%	67%	60%	57%	49%

Student Learning Strengths

Student Academic Achievement Strengths

1. Staff is willing to learn and implement different techniques and strategies to maximize student learning.
1. Data is thoroughly analyzed during planning for effective and targeted instruction, intervention, and tutorials.
1. Administration is collaborative and innovative in problem solving approaches.
1. Teachers collaborate in Professional Learning Communities for effective academic instruction in STAAR preparation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statements Identifying Student Academic Achievement Needs Problem Statement 1: Technology and computer programs need to be implemented more in the classroom and at home. **Root Cause:** Root Cause: Saucedo Middle School has a very high percentage of Economically Disadvantaged students who do not have sufficient technology or access to Internet at home. Saucedo Middle School and Donna ISD do not provide electronic devices to all students. Recommendation: All students should be provided with technology they can use on campus and at home, and teachers should continue to receive relevant professional development on implementing technology in the classroom.

Problem Statement 2: Problem Statement 2: Saucedo Middle School students continue to underperform and the Meets and Masters levels. **Root Cause:** Root Cause: Students may have learning gaps that go back several years. Recommendation: Scheduling should allow teachers to implement targeted, small-group intervention during the school day to close the gaps in achievement.

School Processes & Programs

School Processes & Programs Summary

Follow-up data and teacher performance provided to teachers:

- Teachers and administrators meet once a week during Professional Learning Communities (PLC's) to ensure all learners are successful. Teachers work cooperatively to create Plans of Action that target specific TEKS and Instructional Strategies. Instruction is constantly modified to ensure mastery of the TEKS.
- The district director, strategist and campus administrators meet after comprehensive Assessments and Benchmark Assessments to analyze data for effective targeted instruction, intervention and tutorials.
- The two data sources we use for student achievement are Eduphoria and the Texas Academic Performance Report (TAPR). Eduphoria provides data based solely on the teacher's own students, and provides us with continuous data throughout the year with bundle, comprehensive and benchmark exam scores. TAPR reports provide campus wide data from the STAAR Test per grade level, by subject, and subpopulations

Recruiting Highly Qualified and Effective Staff:

- Donna ISD has a staffing plan to ensure that all new teachers are highly qualified through mentorship programs and in-district transfer methods securing and promoting consistency in all content areas.?
- Job fairs, district website, interview processes, recommendation letters, and teacher qualifications.?
- Department leaders, core teachers and administrators form the hiring committee responsible to ensure highly qualified teachers become part of the Saucedo team. Student and campus needs along with the candidates prior experience are considered and discussed after the interview process by the hiring committee members in order to concede that candidates meet the expectations of our campus.

Staff attendance, retention and turnover rate:

- Our campus staff turnover rate in the past 12 months is approximately 16.5 % Giving us a result of about 83.5 % retention rate for our campus. Replacing and/or adding by either hiring or transferring 7 additional staff in the past 12 months. Bringing our total staff for this year to 93 members. Due to district changes our staff count numbers went from 103 to 93 giving us an estimate calculation of 9.71 % staff member total decrease. ?
- Perfect attendance district incentive has kept teachers motivated to keep coming to work?.

HIGHLY EFFECTIVE STAFF:

Our campus has experienced and certified teachers and teacher assistants that work and support the Special Education, 504, and Recent Immigrant populations. Our school groups students into different teams based on their academic needs in their grade level to maximize the use of the certified teachers and support staff resources. One team is designated to focus and work with the special education population and the other team is working with the recent immigrant population.

Teacher mentor:

Mentor teachers are assigned to first year teachers. The mentor program has been somewhat helpful when it comes to policy and procedures needed to be implemented. New teachers can turn to their mentors to know what deadlines need to be met and paperwork turned in. Furthermore, the mentor can explain and show the new teacher how to properly get all this done. However, new teachers depend mostly on their immediate team members rather than their assigned mentors for help, in regards to their classroom experience.?

NEW STAFF:

For the 2019-2020 school year, new staff were mostly in-district transfers to our campus. They were supported by their supervisor or department head and colleagues. ?

SYSTEMS IN PLACE TO BUILD CAPACITY AND SUPPORT:

Continuous improvement takes place when teachers attend workshops and seminars to learn new techniques, expand our knowledge and refine our craft. Staff, grade level or team meetings are also ways continuous improvement takes place. Teacher improvement also happens through self reflection after data analysis and after feedback from administrators during walkthroughs or class observations. ?

PROFESSIONAL DEVELOPMENT:

The campus uses historical data from STAAR exams to determine which areas need to be improved upon.

- Staff at Saucedo Middle school have attended various professional development depending their assignment on campus. These trainings attended would be to help them better serve their students and deliver instruction. Trainings were not limited to only content; some were for classroom management or for state assessment preparation or to obtain information regarding our special populations on campus.?

?

- Implementation for professional development is monitored by teachers reporting to their immediate supervisors to debrief what was learned, other times teachers shared with their co-workers via staff meeting. Teachers are sometimes observed in their classrooms by one of the administrators.?

?

- After attending professional development teachers have come back to their classrooms and implemented what they've learned.?

?

- Teacher's reported that the follow up was data submission more so if they implemented something that was shared at a P.D.?

Parents and Community:

- Home visits, teacher conference, parent meetings, site based committee, Health Advisory Council.?
- All parents are encouraged to attend, participate. Community members take part in Career Day and participate in the Health Advisory Council as well on the Site Based Committee and attend many district events. ?
- The trends that are observed are that we have limited participation/attendance from parents.?

Each campus hosts different types of meetings where parents /community members are invited and are able to fill out surveys or questionnaires. This becomes helpful as we use feedback provided from both the parents and community members who do not have children within our school system. ?

At Saucedo Middle School, the following services are available: ?

- The Donna ISD website is a service which parents may use to help keep abreast of current events, children's health insurance, vaccine requirements, student code of conduct, on-line registration, and interactive educational applications to name a few. ?
The Campus Parental Involvement Program helps train parents with learning how to speak and communicate in English, introduce and sharpen computer skills in

- the hopes of assisting their children academically, and support and enhance teacher relationships. ?
- The Campus ACE after school program assists families by supporting students with tutoring. ?
- The Campus NJHS program supports needy families with holiday food drives. ?
- The Campus Fellowship of Christian Athletes gathers weekly to help students develop healthy family relationships through song, prayer, and unity. ?
- The Campus Career Investigations field trips to Donna North High School help students prepare for a career to support a family. ?
- The Campus Migrant Education program facilitates and supports students become academically successful as students help the family.?
- Saucedo Middle School holds various gatherings such as, 6th Grade Orientation,

Meet the Teacher Night, Open House, and Saucedo's Annual Fall Festival, to promote a positive and collaborative relationships between parent/child and parent/campus. ?

Spanish is the dominant language spoken by students and their families. For effective communication to the parents and community; we offer both English and Spanish when communicating with parents. Mass district text alerts, flyers and letters home are always translated in both English and Spanish. We also offer communication in both languages on the parent portal and the DISD and Saucedo website. In addition, campus staff speak in both English and Spanish and are able to communicate with parents effectively?

Community Partnerships:

- Training sessions are provided monthly to parents and guardians of our students as well as members of the community for free. For example, the Parent Learning Academy provided by DISD Parental dept where agencies from our community are invited to provide services to Parents and Guardians.
- The Child Development Institute (CDI), provides childcare and educational services for our migrant population for children ages 6 weeks - 5 years old.
- Nuestra Clinica Del Valle provides health, nutrition, mental health, and dental services with a location now in our city to provide services to the community.
- Project Arize is located to the north of our city, where many of our families reside. It provides nutrition classes, E.S.L., baking, sewing, and budget management. It helps families prepare healthy inexpensive meals and takes referrals of families in case of any mental health issues our families may encounter.

Special Programs:

The Donna ISD Special Education program has many services available to the special education population. Services available include Speech Therapy, Occupational Therapy, Physical Therapy, Counseling, Visual Impairment services, Autism Impairment Services and Social Worker Services.

Campuses have Inclusion, Co-Teaching models to aid students in the classroom, Resource, LifeSkills, and PPCD programs. PPCD programs provide early help to jumpstart education preparedness for Kindergarten and the school years beyond.

Educational Diagnosticians service each campus to provide assessment/reviews for the IEP process and Licensed Specialist in School Psychology (LSSP) that provide cognitive assessments for students.

Homebound services are an educational delivery for students with impairments that make them physically incapable of attending school.

Transition Fairs are available to 8th grade students transitioning to the High school to provide them with knowledge of the educational opportunities. Vocational on site job training is also available along with adult transition help for students turning 18 or 21.

Adequate Time:

- Having PLC's for tested and non tested subjects.
- Small group ,rotation stations in classrooms.
- Afterschool and Saturday tutorials
- Computer Lab rotations.
- ACE afterschool program to assist students.
- Tutoring during elective periods.

- Provide guidance on virtual learning tools that can be used at home .
- Parent /Teacher conferences to discuss support at home.

Decision making and school policies:

q Teachers voice their opinions in decision making and school policies by participating in open ended survey questions (Survey Monkey). They are able to speak their mind and incorporate their opinions, teachers can directly contact admin for immediate decision making or set up a meeting.

q School policies are more at an administration level making or central office. If input is possible, it is done through dept. head meetings and Learning community leader meetings with teacher input.

Assessments and Evaluations:

- Most departments agreed that teachers are given full control and discretion over weekly or biweekly assessments their classroom except for ELA.
- Due to new TEKs and new textbook adoption, ELA teachers are encouraged to use weekly assessment provided by the book.
- Teachers have the flexibility to choose what type of assessment they will be giving students. These assessments can range from exit tickets, multiple choice, CFU, short answer response, project, group discussion and observation.

When it comes to bundle assessments all departments agreed that district strategists decide upon and create the assessments in order to evaluate student's learning for the six weeks, although teacher input varies by department:

- For ELA, students are assessed using textbook units, strategist decides what should be omitted or modified.
- Science 6th and 7th grade level teachers are allowed to view and provide suggestions or feedback to modify these assessments sometimes before and always after the test is administered. For 8th grade, teachers are allowed only to provide feedback on the assessment after test has been administered.
- In math teachers omit some questions if the TEK was not taught, but this is after test has been administered.
- For Social Studies teachers usually discuss potential test questions during curriculum writing. Since last year their teks completely changed they rewrote the entire curriculum, including assessments.

Process for monitoring, evaluating and renewing the curriculum:

- Students are assessed weekly on TEKS taught.
- Teachers use this weekly data for PLC's.
- PLC's are used to reflect and determine weak performing TEKS and to create a plan to target those TEKS the following week.
- Bundle assessments are aligned with curriculum. These assessments are created by the district's strategist and are based on TEKS. This enables teachers to measure student's mastery of the objectives taught.
- At the end of the six weeks data meetings take place where teachers meet with strategists and appraisers to set goals for each classroom and student.
- Around this time teachers also review LAP Forms and Rti forms to adjust any accommodations in order to ensure student success for the following six weeks.
- Department meetings are held at least once a month to monitor curriculum's effectiveness and to offer ideas on struggling concepts.
- Content teachers collaborate weekly with their own grade level to plan lessons
- When teachers are sent to trainings they are expected to return to their department and share anything learned from the training in order to help modify instruction and introduce new ideas in the class.

School Processes & Programs Strengths

Students with special needs and served in special population groups are offered support by a core and co-teacher in the areas of Math and Reading.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff attendance, retention and turnover rate: Faculty and Staff absentee rate is high especially during the 2nd semester. **Root Cause:** Lack of self-care and management of time

Perceptions

Perceptions Summary

School ?

Climate:

Ninety-four percent of the students feel positive about the school climate compared to forty-three percent of the staff. One hundred thirty-two students responded to the survey. Seventy-two teachers answered the survey.?

vision and mission alignment:

According to data from the survey completed by 135 students, a majority of students felt that they themselves, as well as their teachers, aligned with the vision and mission of the school. ?

?

Approximately **81% of students** feel that they do things daily and consistently during their school day that align with the vision and mission statements of the Saucedo Middle School. **94% of those same students** feel that their teachers promote High Academic Achievement for ALL students. ?

?

Based on a separate survey, completed by staff, **82% of participants** believe that the campus does have High Expectations of students. ?

Graph A: The data shows that staff feels respected by colleagues and students, supported by colleagues, and their attitudes do not affect their relationships with students & colleagues.?

Graph B: The data reflects that students feel respected by teachers and peers, have support from their teachers and peers, and they feel their attitudes affect their relationships with teachers and their peers.

Graph C shows how the two groups responded. Of the total students (108) participating in extra-curricular activities and are female or male feel respected by teachers and peers. Of these 108, the females feel less respected by their peers than the males do. The females also feel their attitudes affect their relationships with peers more than the males do. The females feel more supported by teachers and their peers more than the males do.

Student behaviors and discipline:

6th Grade ?	
School Year ?	Referrals Written ?
2016-2017 ?	452 ?
2017-2018 ?	449 ?
2018-2019 ?	495 ?
2019-2020 ?	188 ?
7th Grade ?	
School Year ?	Referrals Written ?

6th Grade ?		
2016-2017 ?	547 ?	
2017-2018 ?	633 ?	
2018-2019 ?	423 ?	
2019-2020 ?	429 ?	
8th Grade ?		
School Year ?	Referrals Written ?	
2016-2017 ?	500 ?	
2017-2018 ?	479 ?	
2018-2019 ?	447 ?	
2019-2020 ?	214 ?	
Total For All Grade Levels ?		
School Year ?	Referrals Written ?	
2016-2017 ?	1,499 ?	
2017-2018 ?	1,561 ?	
2018-2019 ?	1,365 ?	
2019-2020 ?	831 ?	

The data shows us that the number of written referrals from teachers has decreased. We can determine that student behavior has decreased in the recent years. ?

academic, behavioral, social? extracurricular

- · 98% of students believe that the school has high expectations from them. While 81% of the staff believe the school has high expectations.?

?

- · 93% of students believe the school promotes a positive behavior. While 87% of the staff believe the school promotes positive behavior?

?

- · 94% of the students believe that the school offers a variety of extracurricular activities. While 83% of the staff believe that the school offers a variety of extracurricular activities.?

school's culture and climate:

Of 132 students surveyed:?

- 80% of students were in extracurricular activities and 20% were not. ?
- ?
- 94 % feel positive about school culture and climate while 6% feel negative about it. ?
- ?

- 91% are motivated by extracurricular activities ; 9% are not motivated ?

**student ?
achievement :**

The data indicates that 69 percent of the staff feel that having good classroom management reflect good grades and STAAR results.

Safe School Data:

17 Students – Under the Influence / Possession of Controlled Substance?

5 Students – Involved in student to student assault?

3 Students – Involved in student to staff assault. ?

extracurricular activities:

?	?	?	Extra Curricular Students with Indicators?				?	?	?	?	?
?	ATHLETICS?	JROTC?	BAND?	CHOIR?	ART?	DANCE?	AVID?	STUDENT COUNCIL?	SHOW STOPPERS?	CHEER?	NJHS?
Female?	51?	25?	115?	39?	58?	103?	32?	24?	13?	12?	17?
Male?	70?	118?	100?	40?	75?	3?	44?	9?	N/A?	N/A?	15?
6th?	N/A?	57?	70?	22?	86?	47?	25?	11?	2?	1?	N/A?
7th?	61?	33?	56?	20?	24?	30?	30?	6?	2?	7?	16?
8th?	60?	53?	43?	37?	N/A?	29?	21?	16?	9?	4?	16?
TOTAL?	121?	143?	215?	79?	79?	106?	76?	33?	13?	12?	32?

Staff technology training

Yes 19?

No 53?

Computer access:

Yes 68?

No 4

Technology classroom tools:

Yes 61? (need classroom technology tools)

No 11?

**students', parents' ?
and community perceptions:**

Students ?

- · Committed to a vision of College for ALL students.?
- · Student achievement continues to rise yearly. ?
- · Closeness: Student to Student and to Staff. ?
- · Hybrid- Learning ?
- · Discipline Management Plan (DMP) ?
- · Student incentives on student achievement, attendance ?

Faculty and Staff ?

Positive environment ?

Texas Teacher Evaluation Support System (T-TESS) appraiser support ?

Team- focused; Communities ?

Mutual Respect: Admin to Staff, Staff to Staff, Staff to Admin ?

Committed to a vision of College for ALL students ?

Teacher Attendance Incentive Stipend ?

Administration Communication (Teacher Weekly) ?

Parents ?

- · Uplift; Grounds, inside outside building ?
- · More Parent friendly more resources for parents on campus ?
- · Problem Statements Identifying Perceptions Data ?
- · Problem Statement Lack of technology resources ?

?

?

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Technology equipment, wireless access and training for students, staff and parents are a great need.

Priority Problem Statements







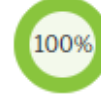

Goals





Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.





BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.













Performance Objective 1: Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).









Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2) Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialists, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for Reading, Writing, Math, Science, and Social Studies (BG2) Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialist, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart, applied Computer Systems, Inc- Software needed for computer Lab Management and Instruction and any other needed computer software. Calculators for math and science classes.</p> <p>Laptops for student instructional use.</p> <p>Contracted Services for student training and development. PBIS student rewards / behavior management.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, TPRI, Tejas Lee, & PBMAS.</p> <p>Staff Responsible for Monitoring: Campus Administration, Executive Directors, and Core Content Directors.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - Title I (211) - 211.11.6399.00.047.24.0.00 - \$12,024, - Title IV 289 - 289.11.6412.00.047.11.0.00 - \$8,504, - Local (199) - \$6,500, - Project Lead The Way (489) - \$6,750, - State Comp.(164) - \$3,627, - Teacher/Principal (255) - \$2,000, - GT (168) - \$2,000, - Title IV 289 - 289.11.6399.00.047.11.0.00 - \$9,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 4 Details	Reviews			
<p>Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching)for appropriate behavior. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Ed Connective PD online training.</p> <p>TASSP Summer Workshop (administrators)</p> <p>NSTA Houston National Conference.</p> <p>Registration, entry fees, travel to attend and participate in professional development.</p> <p>Contracted services from signed interpreter.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Professional Development Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Comp.(164) - 164.11.6399.00.047.30.0.00 - \$2,000, - Title III (263) - 263.13.6291.00.047.25.0.00 - \$2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - \$2,715.50, - Local (199) - \$2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - \$2,000, - Project Lead The Way (489) - \$2,500, - Teacher/Principal (255) - \$4,000, - Title I (211) - 211.13.6411.00.047.24.0.00 - \$10,000, - State Comp.(164) - 164.13.691 - \$5,000, - Title IV 289 - 289 - \$3,000, - Teacher/Principal (255) - 255.23.6411.00.047.24.0.00 - \$2,713</p>	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 5 Details	Reviews			
Strategy 5: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc. (BG2) Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administration, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 8 Details	Reviews			
Strategy 8: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. (BG2) Strategy's Expected Result/Impact: Gradebook Staff Responsible for Monitoring: Executive Directors, Content Directors, Campus Administration, and Teacher Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies/ warehouse supplies. (BG2) Strategy's Expected Result/Impact: Reading Levels and STAAR academic outcomes. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title III (263) - 263.13.6399.00.047.25.0.00 - \$1,120, - State Comp.(164) - 164.11.6399.00.047.30.0.00 - \$3,627, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$13,508, - Local (199) - \$5,000, - Title III (263) - \$4,550, - \$9,000, - TTIPS Grant (276) - \$6,772	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 10 Details	Reviews			
<p>Strategy 10: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. Recovery extended day/Saturdays will be offered to students who may need to recover grades/attendance in order to pass to the next grade level. Extra pay for teachers/assistants/clerks to during the recovery day.</p> <p>Supplies for parent meetings and activities.</p> <p>Transportation for student tutorials.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: District Assessment Results and State Assessment Results</p> <p>student sign sheets</p> <p>Staff Responsible for Monitoring: Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Local (199) - \$800, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$5,000, - State Comp. (164) - 164.11.6118.00.047.24.TT - \$8,000, - Student Activity 865 - \$600, - \$12,897, - ESSER III (282) - \$78,975</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports</p> <p>Staff Responsible for Monitoring: Ida Garcia - Director of Intake Center Truancy Officers Campus Principals Attendance Helpers Teachers Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Ensure the district's program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. (BG2) Strategy's Expected Result/Impact: Increased student performance as measured by district with state assessments and TELPAS Staff Responsible for Monitoring: Director of Bilingual Education, Executive Directors, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. Staff Responsible for Monitoring: Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 15 Details	Reviews			
Strategy 15: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). Staff Responsible for Monitoring: Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. (BG2) Strategy's Expected Result/Impact: Increased performance in an area addressed. Staff Responsible for Monitoring: Chief Financial Officer, Core Content Directors, Bilingual Director, Principals, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 18 Details	Reviews			
Strategy 18: Students will participate in end of year celebrations, travel, and incentives for their academic achievements through out the year. Students will be provided spirit shirts to promote campus pride. Students will participate in career day events, travel, and incentives to promote college awareness and readiness. Students will participate in UIL events, travel, incentives, dues and fees, supplies and equipment for students to participate in UIL events. (BG2) Strategy's Expected Result/Impact: Attendance, honor roll, team participation sign-sheets, invitation letters, announcements and thank you notes. Staff Responsible for Monitoring: Admin, counselors and team leaders Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$3,000, - Student Activity 865 - \$1,975	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in classrooms, campus staff offices. Classroom sets of Ipads, projectors, batteries, light bulbs, security cameras, etc. (BG2) Strategy's Expected Result/Impact: Student test scores local and state, lesson plans, walkthroughs, PO Staff Responsible for Monitoring: Campus administration, team leaders, department leaders, librarian, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Title I (211) - 211.11.6399.00.047.24.0.00 - \$3,000, - Local (199) - \$2,677	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 20 Details		Reviews			
Strategy 20: Pay for fees and dues for AVID and other organizations to promote student leadership/college readiness. AVID Budget part time employees, AVID office supplies, travel, transportation, dues and fees, teacher travel for professional development. (BG2) Strategy's Expected Result/Impact: Purchase Order Staff Responsible for Monitoring: AVID Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - 199.11.6118.00.047.11.0.EP - \$1,500, - Local (199) - 199.11.6125.00.047.31.0.00 - \$9,213, - Local (199) - 199.11.6141.00.047.31.0.00 - \$150, - Local (199) - 199.11.6143.00.047.31.0.00 - \$150, - Local (199) - 199.11.6145.00.047.31.0.00 - \$130, - Local (199) - 199.11.6146.00.047.31.0.00 - \$158, - Local (199) - 199.11.6399.00.047.31.0.00 - \$300, - Local (199) - 199.11.6412.00.047.31.0.00 - \$3,500, - Local (199) - 199.11.6497.00.047.31.0.00 - \$3,899, - Local (199) - 199.13.6411.00.047.31.0.00 - \$6,000		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 21 Details		Reviews			
Strategy 21: Pay fees and dues for operating lease of copy machines for instructional purposes and additional operating leases. Principal operating lease Principal office ink (BG2) Strategy's Expected Result/Impact: Purchase Order Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$30,000		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 22 Details		Reviews			
Strategy 22: Replace outdated and inoperable equipment for security guards. radios, batteries, security cameras, wands, carts, supplies, etc (BG2) Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$2,000		Formative			Summative
		Sept	Dec	Mar	June
					









Strategy 23 Details	Reviews			
Strategy 23: Promote Science Career Pathway through STEM program for 6th-8th students by attending and collaborating with academic university learning opportunity excursions trips. (BG2) Strategy's Expected Result/Impact: Create college readiness awareness and increase Science Career Pathways as a choice of study in High School as well as increase success in 8th Science state assessment Staff Responsible for Monitoring: Campus Administration, 6th-8th and Elective Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title IV 289 - 289.11.6411.00.047.11.0.00 - \$2,640, - Title IV 289 - 289.11.6412.00.047.11.0.00 - \$5,809, - Local (199) - 199.11.6494.00.047.11.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 24 Details	Reviews			
Strategy 24: Promote a safe and secure environment on the campus by the use and purchase of PPE personal protective equipment gear/ supplies for campus faculty, staff and students. Strategy's Expected Result/Impact: Minimize exposure to hazards that cause serious workplace injuries and illnesses. Staff Responsible for Monitoring: Campus administration Funding Sources: - \$10,785	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.






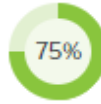






BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.









Performance Objective 2: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.). Strategy's Expected Result/Impact: requisitions; use in classrooms; inclusion in lesson plans Staff Responsible for Monitoring: ELA Directors, Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with the Instructional Support department to provide an English Language Proficiency Academy in the summer for students transitioning from bilingual education to middle school Strategy's Expected Result/Impact: academy assessments; STAAR Scores Staff Responsible for Monitoring: Directors; Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Maintain up-to-date instructional technology in ESL, ELD, and LUCHA classrooms order to serve campuses and students more effectively. Pay fees and dues for technology and instructional resources. Strategy's Expected Result/Impact: use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology Staff Responsible for Monitoring: Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Train and oversee ELD, ESL, Guided Reading and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. Strategy's Expected Result/Impact: enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction Staff Responsible for Monitoring: Director; ELA and math director; academic officers; ELA and ELL strategists Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement programs such as Reading A to Z, Rosetta Stone, IXL , Istation and imagine math so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English Strategy's Expected Result/Impact: student scores; walk through(s); lesson plans Staff Responsible for Monitoring: Director; ELL Strategists	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Train a cadre of teachers to develop and foster the use of on-line, vertically and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. Strategy's Expected Result/Impact: curriculum units; lesson plans and instruction that effectively utilize curriculum Staff Responsible for Monitoring: Director and ELL strategist	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Enhance teacher / administrator quality by reimbursing teachers for Bilingual Certification / Bilingual state exams for certification, providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL, and affording campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students. Strategy's Expected Result/Impact: walk through(s), lesson plan reviews, student scores on TELPAS and STAAR Staff Responsible for Monitoring: Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Facilitate the attendance of training sessions and conferences (such as Title IX, TABE, NABE, and CREST) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. Strategy's Expected Result/Impact: training sessions turned around for district staff Staff Responsible for Monitoring: Director	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. Strategy's Expected Result/Impact: Meeting minutes and sign-ins. Staff Responsible for Monitoring: director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Develop, implement, and monitor a literacy plan where EL student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies. (BG2) Strategy's Expected Result/Impact: Reading Levels and STAAR academic outcomes. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Bilingual (162) - \$2,600, - Title III (263) - \$11,695	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 11 Details	Reviews			
<p>Strategy 11: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: District Assessment Results and State Assessment Results</p> <p>student sign sheets</p> <p>Staff Responsible for Monitoring: Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Local (199) - \$800, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$5,000, - State Comp. (164) - 164.11.6118.00.047.24.TT - \$8,000, - Student Activity 865 - \$600, - Bilingual (162) - \$2,400</p>	Formative			Summative
	Sept	Dec	Mar	June
				
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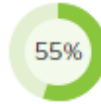



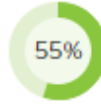






Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.









BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.













Performance Objective 3: Special Education: The District will improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

















Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus trainings in the area of student behavior (Ex. FBA, BIP, behavior strategies) restorative discipline (BG2) Strategy's Expected Result/Impact: -reduction in ISS placements -reduction in OSS placements -reduction in DAEP placements increase in academic performance Staff Responsible for Monitoring: Director Supervisor LSSPs social workers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide counseling training(s) in the area of assessments and IEPs to address student behavior Strategy's Expected Result/Impact: reduction in student referrals reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance Staff Responsible for Monitoring: Director Supervisor LSSPs	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide district and campus training(s) in the area of accommodations. Strategy's Expected Result/Impact: increase in academic state performance increase in alternative accommodations Staff Responsible for Monitoring: Director Supervisor Educational Diagnosticians Special Education Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide campus reviews with teachers and campus administration on student academic performance. Teachers will submit weekly data and implement to drive instruction. STAAR tested teachers will meet weekly to review lowest performing TEK(s) and implement action plan during PLC. Review bundle data and re-teach challenging TEK(s). Strategy's Expected Result/Impact: increase in student academic performance Staff Responsible for Monitoring: Special Education Administrators Educational Diagnosticians	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide campus support in the implementation of coteaching approaches in the middle schools to maximize quality of instruction and student learning. Coaching model for co-teaching (Region One). Strategy's Expected Result/Impact: decrease in one-teach-one assist co-teaching approach decrease in one-teach-one observe co-teaching approach increase in teaming co-teaching approach increase in station co-teaching approach increase in student academic performance Staff Responsible for Monitoring: Special Education Administrators Educational Diagnosticians	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide students with lab opportunities. -Imagine math -IStation -IXL -Edusmart -Reading A to Z -Think Through Math Strategy's Expected Result/Impact: Teacher observations Increase in vocational and learning opportunities. Staff Responsible for Monitoring: Special Education Administrators Special Education Teacher Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, RaveO) including dyslexia (BG2) Strategy's Expected Result/Impact: increase in reading performance Staff Responsible for Monitoring: Special Education Director Special Education Teacher Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Increase number of district CPI Trainer Of Trainers. Strategy's Expected Result/Impact: reduction in student restraints reduction in student referrals Staff Responsible for Monitoring: Special Education Administrators LSSPs	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide special transportation for educational field trips for life skills students/ sped students. Strategy's Expected Result/Impact: increase in state alternative assessment performance Staff Responsible for Monitoring: Special Education Director Funding Sources: - Student Activity 865 - \$300, - Local (199) - \$300	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 10 Details	Reviews			
Strategy 10: Recognize student academic performance; -Student of the month -AR reader -Honor Roll -Perfect Attendance -Student with lessons passed on programs such as istation, imagine math, ixl Strategy's Expected Result/Impact: increase in student academic performance Staff Responsible for Monitoring: Special Education Administrators Teachers Campus Administrators Funding Sources: - Student Activity 865 - \$300, - Local (199) - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Recognize improvement in student behavior. Strategy's Expected Result/Impact: decrease in student referrals Staff Responsible for Monitoring: Special Education Administrators Teachers Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Provide academic support through supplemental resources to campuses. Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG2) Strategy's Expected Result/Impact: increase in student academic performance Staff Responsible for Monitoring: Special Education Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - IDEA (224) - \$1,400	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

















BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

















Performance Objective 4: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

















Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
<p>Strategy 1: Provide coordination of supplemental reading and math instruction in collaboration with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to use of academic tools and resources to increase success in reading and math.</p> <p>Supplies and Materials for instructional use (headphones, curriculum, ink for printer, consumables, school supplies etc.)</p> <p>Strategy's Expected Result/Impact: Student sign-in sheets; home visits; letters to parents</p> <p>Staff Responsible for Monitoring: Migrant Strategists; Migrant Counselors; Migrant Lab Teachers;Core Subject Area Teachers; Campus Administrators; Academic Counselors; Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Migrant (212) - \$8,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a set of strategies for partial and full credit accrual for migrant student with late entry/or early withdrawals; save course slots in the elective and core subject areas based on the districts' history of students' migration. Strategy's Expected Result/Impact: 3 Wk/6Wk Strategists Reports; Intervention Plans; Benchmark Tracking Document; Home Visitation Reports Staff Responsible for Monitoring: Migrant Strategist; Migrant Counselors; Migrant Lab Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Coordinate with the Texas Migrant Interstate Program / TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities and utilize Project SMART when providing summer supplemental services in mathematics to migrant students. Strategy's Expected Result/Impact: Late Entry/Early Withdrawal Policy; Student Sign-in Logs; Transcripts; PLATO Reports Staff Responsible for Monitoring: Migrant Strategist; Migrant Counselors; and Migrant Lab Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Have a PFS Action Plan for serving PFS students. The plan will clearly articulate criteria for defining students success, including timelines for achieving stated goals and objectives. Strategy's Expected Result/Impact: COEs ; Enrollment/Completion reports from Receiving States' Schools; Staff Responsible for Monitoring: Migrant Strategists; Summer school Counselors; NGS Clerks and Migrant Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Offer supplemental Instruction to Priority for Service (PFS) and regular migrant students through a migrant lab teacher in core content areas, homework assistance, credit recovery, and STAAR. Strategy's Expected Result/Impact: PFS Action Plan; Monthly PFS Reports; PFS Distribution Logs Staff Responsible for Monitoring: Migrant Director; Migrant Counselor; Migrant Strategists; Migrant Lab Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Coordinate with other school/community programs to provide support services that address the identified reading/math needs of migrant children youth (e.g. health, food/nutrition, transportation, translations/interpretations). Strategy's Expected Result/Impact: Sign-In Sheets; Agendas Staff Responsible for Monitoring: Migrant Director; Migrant counselor; Migrant Strategist; Migrant Liaison	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Prioritize educational and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing the core subject area. Strategy's Expected Result/Impact: Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials Staff Responsible for Monitoring: Campus Administration; Migrant Director; Campus Academic Counselors; Teachers Funding Sources: - Migrant (212) - \$2,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide support services to migrant students in all grade levels participating in the before and after school tutorial program to include transportation nutritionally approved snacks and instructional supplies. Strategy's Expected Result/Impact: Vouchers Staff Responsible for Monitoring: Migrant Counselors, Migrant Strategist	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide transportation for migrant students for the purpose of providing leadership, academic, workshops, conferences and college/university visits. Strategy's Expected Result/Impact: Migrant Guidelines Staff Responsible for Monitoring: Campus Admin, Migrant Counselors, strategists, other migrant, and non-migrant teaching staff.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Provide information to school staff to increase their awareness of migrant middle school students' need for timely attention appropriate interventions (according to local procedure in place) for academic and non-academic problems or concerns and provide direction to MEP and non MEP staff. Strategy's Expected Result/Impact: Title I C funds, buses, MEP Funded Vehicle Staff Responsible for Monitoring: Migrant Director, Campus Admin., Migrant Tutorial Teachers, Transportation staff, and school nutritional staff Funding Sources: - Migrant (212) - \$523	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress. Strategy's Expected Result/Impact: Title -I C funds, buses, MEP Funded Vehicle Staff Responsible for Monitoring: Transportation staff, migrant director, migrant counselors, and migrant strategists Funding Sources: - Migrant (212) - \$250	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. Strategy's Expected Result/Impact: DVD "Children in the Fields" Staff Responsible for Monitoring: Migrant Director and Strategist	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Create an extracurricular club or leadership organization specific to migrant students which meet regularly and is designed to: develop effective learning and study skills, help students seek and receive help from parents, peer and teachers, provide leadership opportunities and facilitate social engagement with school community. Strategy's Expected Result/Impact: Intervention Plans and Home Visit Reports Staff Responsible for Monitoring: Migrant Strategists	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
Strategy 14: Will monitor and analyze student data and reports to determine student progress and to redirect instructional progress if needed for student achievement. Strategy's Expected Result/Impact: Progress Reports, Parent Meeting Agendas, Home Visitation Reports Staff Responsible for Monitoring: Migrant Strategists	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in migrant labs, migrant campus staff offices and MEP central office on an " as needed" basis. Strategy's Expected Result/Impact: Meeting Agendas Staff Responsible for Monitoring: Migrant Counselors; Migrant Strategists	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Provide monies for lease/maintenance/repair for MEP migrant campus staff equipment to include purchases of new equipment, to include equipment, office supplies, and ink for printers. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Migrant Director; Strategists; Migrant Counselors; Migrant Lab Teachers Funding Sources: - Migrant (212) - \$1,750	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Reimburse all MEP staff for travel and/or mileage for any all required MEP related activities. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Migrant Director Funding Sources: - Migrant (212) - \$400	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 18 Details	Reviews			
Strategy 18: Provide opportunities for MEP staff to attend local/ regional / state/ national MEP conferences and other related conference. Strategy's Expected Result/Impact: Reimbursement Claim reports and Related Travel detail Staff Responsible for Monitoring: Migrant Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Provide high quality and ongoing professional development and /or training for migrant recruiters, New Generation System / NGS training for Data Entry Specialist, migrant teaching staff to include PK3 teachers, migrant lab teachers, other teaching staff serving migrant students including the Migrant OSY youth. Strategy's Expected Result/Impact: Travel Request Forms; Conference Registrations Staff Responsible for Monitoring: Migrant Director; District and Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: Provide certificates, prizes plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/ recognition during the school and end of school year. Strategy's Expected Result/Impact: Met Standards as Per PBMAS Staff Responsible for Monitoring: Migrant Counselors; Migrant Strategists	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.









BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.







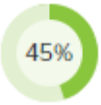





Performance Objective 5: CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, PDAS, TAKS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Link CTE at the secondary campuses and postsecondary levels Strategy's Expected Result/Impact: Student Schedules, PEIMS, PBM, Certification/College Hours Earned Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry. Strategy's Expected Result/Impact: Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop, improve, or expand the use of technology in CTE programs Strategy's Expected Result/Impact: CTE Program Plan of Action, Integrated Continuous Improvement Plan, PBMAS Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide services and activities that are of sufficient size, scope and quality to be effective. Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency Strategy's Expected Result/Impact: PBM, AEIS, PEIMS, TAKS Data, TELPAS Data, Lesson Plans, IEP Implementation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Support training and activities in nontraditional fields Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, ARD Participation, IEP Implementation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 11 Details	Reviews			
<p>Strategy 11: Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. Increased expansion of opportunities for dual credit and advanced placement. Increased opportunities for High School credit in Middle Schools such as, but not limited to, Project Lead the Way (PLTW), Algebra I, and Geometry.</p> <p>Pay fees, supplies, kits, technology, curriculum etc.</p> <p>Strategy's Expected Result/Impact: Increased enrollment numbers in advanced courses.</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Advanced Academics Director, Core Content Directors, Campus Administrations, Counselors, and</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: 489.11.6495.00.047.11.0.00 - Project Lead The Way (489) - \$950, 489.11.6399.00.047.11.0.00 - Project Lead The Way (489) - \$1,254</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



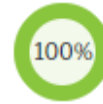













Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.













BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 6: Fine Arts: 65% of Fine Arts groups will receive the highest rating as per their category in UIL Contest and or sanctioned competition

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will attend all competitions for their respective department Strategy's Expected Result/Impact: Audience, Judges and Staff Staff Responsible for Monitoring: All Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development for all fine arts staff. Employ contracted services for department staff and students. Strategy's Expected Result/Impact: Sign In sheets Contest Ratings Staff Responsible for Monitoring: All Fine Arts Staff Funding Sources: - Student Activity 865 - \$200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents Strategy's Expected Result/Impact: Recitals, Exhibits Staff Responsible for Monitoring: All Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Fine Arts staff will provide entertainment for any Parental Involvement meetings at the request of Campus Administrators Strategy's Expected Result/Impact: Performances at the different events Staff Responsible for Monitoring: Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Fine Arts Department will hold event for student recognition of all accomplishments of all Fine Arts Students for the school year. Strategy's Expected Result/Impact: Student Participation Staff Responsible for Monitoring: Fine Arts Director Fine Arts staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Fine Arts travel, incentive, supplies and equipment for students Strategy's Expected Result/Impact: Student Participation Staff Responsible for Monitoring: Fine Arts Staff Funding Sources: - Student Activity 865 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Support training and activities in nontraditional fields Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS. PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 8 Details	Reviews			
Strategy 8: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






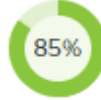










Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

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Performance Objective 7: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. Strategy's Expected Result/Impact: Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: Campus PE/Health teachers Principal and Director monitoring	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students Strategy's Expected Result/Impact: Campus grade-level rosters Staff Responsible for Monitoring: HR Department Campus Principals	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula Strategy's Expected Result/Impact: Curriculum timeline Staff Responsible for Monitoring: Director Head PE/Health teacher	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Maintain a Coordinated School Health program through P.E. classes. Teachers will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. Strategy's Expected Result/Impact: Agendas Sign-ins Staff Responsible for Monitoring: 10.0 Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: P.E. travel, incentives, supplies and equipment for students. Strategy's Expected Result/Impact: P.E staff student participation Staff Responsible for Monitoring: P.E staff	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Goal 1: D.M. Saucedo will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.













BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 8: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. Strategy's Expected Result/Impact: Students will master state administered assessments. Staff Responsible for Monitoring: Early Childhood Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. Strategy's Expected Result/Impact: Improved ADA Six Weeks attendance rates Annual ADA rate Staff Responsible for Monitoring: Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Follow district written protocol to address truancy and attendance trends	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Follow intake center procedures and comply with the provisions of the McKinney Vento Act and train on registration procedures Strategy's Expected Result/Impact: Registration documentation Staff Responsible for Monitoring: Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Formation of campus based attendance committee Strategy's Expected Result/Impact: Enrollment Data Staff Responsible for Monitoring: Director & Attendance Staff, campus administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy Strategy's Expected Result/Impact: Meeting agenda, Sign-In Sheets Staff Responsible for Monitoring: Attendance Director and staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Assist schools with recovering leavers and train on leaver recovery. Strategy's Expected Result/Impact: AEIS Staff Responsible for Monitoring: Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Examine attendance records and follow up on student absences and truancy. Campus cleanup. Strategy's Expected Result/Impact: Truancy Court Records Campus Referrals Staff Responsible for Monitoring: Attendance Staff & Director	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 9 Details	Reviews			
Strategy 9: Increase attendance rate during state testing. Ensure migrant students taking state exam are present at testing time by monitoring attendance and provide appropriate interventions. Strategy's Expected Result/Impact: Attendance Report Staff Responsible for Monitoring: Migrant Counselors and Migrant Strategists	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Incentive Program district and campus incentive Strategy's Expected Result/Impact: Warning letters, weekly court filings, meetings with truant students. Staff Responsible for Monitoring: District and Campus level staff	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



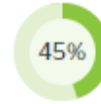







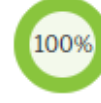





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Performance Objective 9: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, Science Bowl, HESTEC and Science Fair. Including supplies to fund activities. Including annual student technology leadership conference. Strategy's Expected Result/Impact: Classroom observation and lesson plans Staff Responsible for Monitoring: Campus admin Gifted/Talented Teachers AAS Direct Funding Sources: - Local (199) - \$2,000, - GT (168) - \$5,740, - Local (199) - \$1,080	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. Strategy's Expected Result/Impact: Generated & paid for requisitions Staff Responsible for Monitoring: AAS Director, Campus admin Funding Sources: - Local (199) - \$50	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Sec.: Pre-AP/AP students will participate in summer reading program. Strategy's Expected Result/Impact: List of assignments and books Staff Responsible for Monitoring: Campus admin AAS Director Librarians, Pre-AP teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Pay for fees and dues for student council, NJHS, yearbook and other organizations to promote student leadership/college readiness. Strategy's Expected Result/Impact: Student needs, grades, teacher nomination or campus admin nomination. Staff Responsible for Monitoring: Campus admin Funding Sources: - Local (199) - 199.11.6495.00047.11.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update). Strategy's Expected Result/Impact: Sign in sheets and certificates generated Staff Responsible for Monitoring: AAS Director, Campus Admin.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Offer opportunities for training by Region 1, UTPA Advanced Placement Institute, Layering the Foundation, Pre AP GT trainings to ensure teachers are implementing correctly Strategy's Expected Result/Impact: Sign-in sheets and certificates of training. Staff Responsible for Monitoring: AAS Director and teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide and train administrators & counselors on the Texas State Plan for gifted. Strategy's Expected Result/Impact: Sign in sheets & certificates Staff Responsible for Monitoring: AAS Director, Campus Admin.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide foundation or continued training to Pre-AP/AP teachers (Texas State Plan requires teachers teaching PreAP/AP which is how our G/T are provided services at secondary level to attend a minimum of 12 hours in GT training; Donna ISD selects to have secondary teachers acquire their training through Pre-AP Summer Institute. Strategy's Expected Result/Impact: Sign in sheet and certificates generated Staff Responsible for Monitoring: AAS Director, Campus Admin.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide information to parents on G/T through parent meetings at the district level, through district newspaper and through newsletters sent home. Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Campus Admin, AAS Director, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Sec. Recognition of Tex Prep students at end of year awards Strategy's Expected Result/Impact: Results given to Donna ISD by UTPA Tex Prep acceptance of students. Staff Responsible for Monitoring: AAS Director & Campus Admin.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. Such as instructional supplies Strategy's Expected Result/Impact: Classroom observation, lesson plans, and assessments Staff Responsible for Monitoring: AAS director & Campus Admin.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Provide access for 7th grade students to take the ACT Test. Duke University Talent Search. Strategy's Expected Result/Impact: ACT Test Results Staff Responsible for Monitoring: Principals, Dean, & Counselors Funding Sources: - Local (199) - 199.11.6339.00.047.11.0.00 - \$600	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 13 Details	Reviews			
Strategy 13: Ensure that students taking the ACT test are provided test prep materials Strategy's Expected Result/Impact: ACT Test Results Staff Responsible for Monitoring: Principals, & Academic Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Recognize TPSP participants with medals or by placing in the district newspaper. Strategy's Expected Result/Impact: Competition results Staff Responsible for Monitoring: AAS Director, Campus Admin., & Classroom Teachers	Formative			Summative
	Sept	Dec	Mar	June
				✗
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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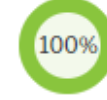








Performance Objective 10: Testing & Evaluation: All eligible students will participate in the state mandated assessments.

Participate in the Texas Assessment Annual State Testing Conference

Evaluation Data Sources: conference registration

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Follow Testing Calendar of Events to include all deadlines, submissions, and test administrations Strategy's Expected Result/Impact: Texas Assessment Management System Staff Responsible for Monitoring: Director of Testing & Campus Principals	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Plan, Organize, and Coordinate Campus Testing Coordinator Training's to safeguard all testing procedures, policies, oaths, and test securities. Strategy's Expected Result/Impact: Agendas and Sign In Sheets Staff Responsible for Monitoring: Director of Testing & Campus Principals	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attend Region I training's for testing coordinators and any other training's required to enhance knowledge in testing and evaluation. Participate in the Texas Assessment Annual State Conference Strategy's Expected Result/Impact: Certificate of Attendance Staff Responsible for Monitoring: Director of Testing Funding Sources: 255 - Teacher/Principal (255) - 255.23 - \$1,571	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Attend training's for testing, curriculum updates, instructional innovations and any other training's required to enhance knowledge in testing and evaluation. Travel for professional development training. Strategy's Expected Result/Impact: Certificate of Attendance Staff Responsible for Monitoring: Director of Testing Principal Assistant principal Dean of Instruction	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Supplies, incentives, and equipment for testing Supplies, incentives, awards, certificates, etc. for teacher appreciation week. Including meals and snacks for teachers. Staff Responsible for Monitoring: Principal Dean of Instruction Funding Sources: - Local (199) - \$2,000, - Student Activity 865 - \$500, - Coke Activity Account 899 - \$1,000, - Faculty Account 897 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Extended day instruction will be conducted to target students that are border line meets and masters level on the state assessment proficiency levels. Strategy's Expected Result/Impact: increase number of students performing at meets and masters proficiency state levels Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 11: College Readiness/GEAR UP: Increase the academic performance and preparation for post-secondary education of GEAR UP students, increase the rate of high school graduation and participation in post-secondary education of GEAR UP students through a systemic transformation of schools, increase GEAR UP students' educational expectations and students' and their families' knowledge of post-secondary education, options, preparation and financing, increase students'/parents' knowledge and skills, including STEM-Computer Science skills and prepare them to be informed, thoughtful, and productive citizens.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend GEAR UP meetings/conferences provided by Region One Education Center for professional development. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 2 Details	Reviews			
Strategy 2: Students will attend GEAR UP meetings/conferences provided by Region One Education Center for academic, college, and career exploration. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.11.6494.00.047.24.0.00 - \$2,680	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗

Strategy 3 Details	Reviews			
Strategy 3: Parents will attend GEAR UP meetings/conferences provided by Region One Education Center for academic, college, and career exploration. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.61.6419.00.047.24.0.00 - \$700	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 4 Details	Reviews			
Strategy 4: Promote college readiness through university tours. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.11.6494.00.047.24.0.00 - \$2,680	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental resources/materials for GEAR UP initiatives and cohort students. Strategy's Expected Result/Impact: Activities Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.11.6399.00.047.24.0.00 - \$5,250	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 6 Details	Reviews			
Strategy 6: Provide student/parent snacks/meals for GEAR UP meetings and community service events. Strategy's Expected Result/Impact: Agenda, sign in sheet Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.11.6499.00.047.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗

Strategy 7 Details	Reviews			
Strategy 7: District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/hotel accommodations to meetings, home visits, training, conferences or other activities that support GEAR UP goals and objectives. Strategy's Expected Result/Impact: Mileage claim form Staff Responsible for Monitoring: Administration, GEAR UP Facilitator Funding Sources: - Gear Up (274) - 274.13.6411.00.047.24.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
Strategy 8 Details	Reviews			
Strategy 8: Provide tutors and extra pay for teachers and facilitators servicing GEAR UP students. Strategy's Expected Result/Impact: Flyers, sign in sheet Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.11.6118.00.047.24.0.00 - \$5,872	Formative			Summative
	Sept	Dec	Mar	June
	✗	✗	✗	✗
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				









Goal 2: D.M. Saucedo will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of students reading on or above grade level will increase by 4%.

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district curriculum and instruction guide as the primary sources of instructional direction for all subject areas. BG2 Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: D.M. Saucedo will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 2: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs utilized in the district, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies. (BG2) Strategy's Expected Result/Impact: Reading Levels and STAAR academic outcomes. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title III (263) - 263.13.6399.00.047.25.0.00 - \$1,120, - State Comp.(164) - 164.11.6399.00.047.30.0.00 - \$9,008, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$13,508, - Local (199) - \$5,000	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: D.M. Saucedo will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.









BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.













Performance Objective 3: Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).









Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2) Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialists, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for Reading, Writing, Math, Science, and Social Studies (BG2) Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialist, Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart and any other needed computer software. Purchase Pear deck licenses for virtual classrooms. Contracted Services for student training and development. Pay for fees and license of Nearpod School License (Digital Citizenship and Literacy Curriculum).</p> <p>Fees for registration competitions ie. robotics</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, TPRI, Tejas Lee, & PBMAS.</p> <p>Staff Responsible for Monitoring: Campus Administration, Executive Directors, and Core Content Directors.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - Title I (211) - 211.11.6399.00.047.24.0.00 - \$49,182, - Title IV 289 - 289.11.6412.00.047.11.0.00 - \$10,899, - Local (199) - \$6,500, - Project Lead The Way (489) - \$6,750</p>	Formative			Summative
	Sept	Dec	Mar	June
				


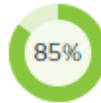



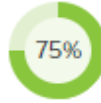






Strategy 4 Details	Reviews			
<p>Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching)for appropriate behavior. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, Sylvan Learning, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Registration, entry fees, travel to attend and participate in professional development.</p> <p>Contracted services from signed interpreter.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Professional Development Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title III (263) - 263.13.6291.00.047.25.0.00 - \$2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - \$2,715.50, - Local (199) - \$2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - \$300, - Project Lead The Way (489) - \$2,500, - Teacher/Principal (255) - \$4,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, and Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 6 Details	Reviews			
Strategy 6: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administration, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. (BG2) Strategy's Expected Result/Impact: Gradebook Staff Responsible for Monitoring: Executive Directors, Content Directors, Campus Administration, and Teacher Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 9 Details	Reviews			
<p>Strategy 9: Develop, implement, and monitor a literacy plan where every student including ESL students are provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Reading Levels and STAAR academic outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title III (263) - 263.13.6399.00.047.25.0.00 - \$1,120, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$13,508, - Local (199) - \$5,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: District Assessment Results and State Assessment Results</p> <p>student sign sheets</p> <p>Staff Responsible for Monitoring: Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Local (199) - \$800, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$5,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 11 Details	Reviews			
Strategy 11: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. (BG2) Strategy's Expected Result/Impact: Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports Staff Responsible for Monitoring: Ida Garcia - Director of Intake Center Truancy Officers Campus Principals Attendance Helpers Teachers Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Ensure the district's program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. (BG2) Strategy's Expected Result/Impact: Increased student performance as measured by district with state assessments and TELPAS Staff Responsible for Monitoring: Director of Bilingual Education, Executive Directors, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. Staff Responsible for Monitoring: Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). Staff Responsible for Monitoring: Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 17 Details	Reviews			
Strategy 17: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. (BG2) Strategy's Expected Result/Impact: Increased performance in an area addressed. Staff Responsible for Monitoring: Chief Financial Officer, Core Content Directors, Bilingual Director, Principals, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Students will participate in end of year celebrations, travel, and incentives for their academic achievements through out the year. Students will be provided spirit shirts to promote campus pride. Students will participate in career day events, travel, and incentives to promote college awareness and readiness. Students will participate in UIL events, travel, incentives, dues and fees, supplies and equipment for students to participate in UIL events. (BG2) Strategy's Expected Result/Impact: Attendance, honor roll, team participation sign-sheets, invitation letters, announcements and thank you notes. Staff Responsible for Monitoring: Admin, counselors and team leaders Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$3,000, - Student Activity 865 - \$1,975	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in classrooms, campus staff offices. Classroom sets of Ipads, projectors, batteries, light bulbs, security cameras, etc. (BG2) Strategy's Expected Result/Impact: Student test scores local and state, lesson plans, walkthroughs, PO Staff Responsible for Monitoring: Campus administration, team leaders, department leaders, librarian, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Title I (211) - 211.11.6399.00.047.24.0.00 - \$3,000, - Local (199) - \$2,677	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 20 Details	Reviews			
Strategy 20: Pay for fees and dues for AVID and other organizations to promote student leadership/college readiness. AVID Budget part time employees, AVID office supplies, travel, transportation, dues and fees, teacher travel for professional development. (BG2) Strategy's Expected Result/Impact: Purchase Order Staff Responsible for Monitoring: AVID Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - 199.11.6118.00.047.11.0.EP - \$1,500, - Local (199) - 199.11.6125.00.047.31.0.00 - \$9,213, - Local (199) - 199.11.6141.00.047.31.0.00 - \$150, - Local (199) - 199.11.6143.00.047.31.0.00 - \$150, - Local (199) - 199.11.6145.00.047.31.0.00 - \$130, - Local (199) - 199.11.6146.00.047.31.0.00 - \$158, - Local (199) - 199.11.6399.00.047.31.0.00 - \$300, - Local (199) - 199.11.6412.00.047.31.0.00 - \$3,500, - Local (199) - 199.11.6497.00.047.31.0.00 - \$3,899, - Local (199) - 199.13.6411.00.047.31.0.00 - \$6,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 21 Details	Reviews			
Strategy 21: Pay fees and dues for operating lease of copy machines for instructional purposes and additional operating leases. Principal operating lease Principal office ink (BG2) Strategy's Expected Result/Impact: Purchase Order Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$30,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 22 Details	Reviews			
Strategy 22: Replace outdated and inoperable equipment for security guards. radios, batteries, security cameras, wands, carts, supplies, uniform security shirts, etc. (BG2) Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 23 Details	Reviews			
Strategy 23: Promote Science Career Pathway through STEM program for 6th-8th students by attending and collaborating with academic university learning opportunity excursions trips. (BG2) Strategy's Expected Result/Impact: Create college readiness awareness and increase Science Career Pathways as a choice of study in High School as well as increase success in 8th Science state assessment Staff Responsible for Monitoring: Campus Administration, 6th-8th and Elective Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title IV 289 - 289.11.6411.00.047.11.0.00 - \$2,640, - Title IV 289 - 289.11.6412.00.047.11.0.00 - \$5,809, - Local (199) - 199.11.6494.00.047.11.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 24 Details	Reviews			
Strategy 24: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. (BG2) Strategy's Expected Result/Impact: District Assessment Results and State Assessment Results student sign sheets Staff Responsible for Monitoring: Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Local (199) - \$800, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$5,000, - Student Activity 865 - \$600	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.









Performance Objective 1: The percentage of graduates meeting Texas Success Initiative in both ELA/Reading and Mathematics will increase from 19% to 24%.









Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: District Assessment Results and State Assessment Results</p> <p>student sign sheets</p> <p>Staff Responsible for Monitoring: Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Local (199) - \$800, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$5,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc. (BG2) Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching)for appropriate behavior. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Registration, entry fees, travel to attend and participate in professional development. Contracted services from signed interpreter. (BG2) Strategy's Expected Result/Impact: Professional Development Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title III (263) - 263.13.6291.00.047.25.0.00 - \$2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - \$2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - \$2,715.50, - Local (199) - \$2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - \$300, - Project Lead The Way (489) - \$2,500, - Teacher/Principal (255) - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart and any other needed computer software. Contracted Services for student training and development (BG2) Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, TPRI, Tejas Lee, & PBMAS. Staff Responsible for Monitoring: Campus Administration, Executive Directors, and Core Content Directors. Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Title I (211) - 211.11.6399.00.047.24.0.00 - \$23,000, - Title IV 289 - 289.11.6412.00.047.11.0.00 - \$1,000, - Local (199) - \$6,500, - Project Lead The Way (489) - \$6,750	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for Reading, Writing, Math, Science, and Social Studies (BG2) Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialist, Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2)	Formative			Summative
	Sept	Dec	Mar	June









<p>Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area.</p> <p>Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialists, Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				









Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: The percentage of graduates earning AP/Dual Enrollment credits including Associate's Degree will increase from 34% to 39%

Evaluation Data Sources: Dual Enrollment Credits, Report from Texas Higher Education Coordinating Board (THECB), PEIMS, etc.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE).</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 3: CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%.

Evaluation Data Sources: PBM,
PEIMS,
Bundle and EOC data,
TELPAS Data, Lesson Plans, IEP Implementation, job shadowing opportunities for students

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, PDAS, TAKS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 2 Details	Reviews			
Strategy 2: Support training and activities in nontraditional fields Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 4: Advanced Academics: The percentage of students taking AP/ACT/SAT tests will increase from ____ to ____.

Evaluation Data Sources: PEIMS, College Board, Texas Higher Education Coordinating Board (THECB)









Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	 30%	 100%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 5: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus trainings in the area of student behavior (Ex. FBA, BIP, behavior strategies) restorative discipline (BG2) Strategy's Expected Result/Impact: -reduction in ISS placements -reduction in OSS placements -reduction in DAEP placements increase in academic performance Staff Responsible for Monitoring: Director Supervisor LSSPs social workers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide campus reviews with teachers and campus administration on student academic performance. Teachers will submit weekly data and implement to drive instruction. STAAR tested teachers will meet weekly to review lowest performing TEK(s) and implement action plan during PLC. Review bundle data and re-teach challenging TEK(s). Strategy's Expected Result/Impact: increase in student academic performance Staff Responsible for Monitoring: Special Education Administrators Educational Diagnosticians	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Provide academic support through supplemental resources to campuses. Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG2) Strategy's Expected Result/Impact: increase in student academic performance Staff Responsible for Monitoring: Special Education Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - IDEA (224) - \$1,400, - State Special Ed. (165) - \$1,800	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 6: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data









Summative Evaluation: Met Objective









Strategy 1 Details		Reviews			
Strategy 1: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administration, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: Goal 3: D.M. Saucedo will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) Strategy's Expected Result/Impact: Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. Staff Responsible for Monitoring: Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education.</p> <p>(BG2)</p> <p>Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE).</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Allocate funding accordingly for office expenditures and administrative travel mileage for office staff counselor travel/supplies Strategy's Expected Result/Impact: training logs Staff Responsible for Monitoring: principal Funding Sources: - Local (199) - \$2,000, - Teacher/Principal (255) - \$4,715.50, - Faculty Account 897 - 897.00.21.90.01.47.00.0.00 - \$650, - Coke Activity Account 899 - 899.00.2190.00.047.00.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Human Resources: The District will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Testing & Evaluation Department: The Testing Department will ensure that all 3rd-12th grade students are tested with the required state assessments. The Testing Department will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.









Performance Objective 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 7: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Contracted maintenance and repair supplies for maintenance and operations Bell Adjustments Wax/Flat beds Mats for campus Strategy's Expected Result/Impact: purchase orders Staff Responsible for Monitoring: Principals Funding Sources: - Local (199) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Goal 4: D.M. Saucedo will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 8: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: Risk Management: The District will ensure that a District Emergency Operations Plan that meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training













Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: Police Department: The District will decrease the number of criminal cases, including drug possession and assault cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Install key-less entry systems with cameras where visitors must be buzzed in to enter the building. Strategy's Expected Result/Impact: Safer Campus Staff Responsible for Monitoring: Campus administration Police Dept. Funding Sources: - Title IV 289 - \$13,002	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Install door barricade systems to all classrooms to be used in the event of a lock down/shelter in place situation. Strategy's Expected Result/Impact: Safer campus Staff Responsible for Monitoring: Campus administration Police Dept. Funding Sources: - Title IV 289 - \$7,000	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 4: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK-12 students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.







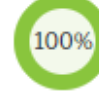









Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 6: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for students to celebrate achievements and will be given awards, certificates, trophies, plaques, motivational items (Student of the month, counselor awards, A&B honor roll). Motivational items and contracted services for student events. Strategy's Expected Result/Impact: 6 wks exams, benchmarks, report cards, grades, red ribbon week, other important events. Staff Responsible for Monitoring: counselors, dean and principal Funding Sources: - Local (199), - Student Activity 865	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide uniforms for student who qualify for assistance. Such as school supplies, uniforms, under garments, eye glasses, shoes and jackets. Strategy's Expected Result/Impact: application for clothing services Staff Responsible for Monitoring: counselors, nurse and administrators Funding Sources: - Title I (211) - 211.32.6499.00.047.24.0.00 - \$1,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Restorative discipline training for staff Staff Responsible for Monitoring: teachers, counselors, and administrators	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 7: Transportation department : 88 bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 8: Fine Arts: The District will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 10: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 12: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 13: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

















Summative Evaluation: Met Objective









Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 14: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and recruit migrant children and youth, including annual residency verification and other ID/R activities as outlined in the Texas Manual for the Identification and Recruitment of Migrant Children. Strategy's Expected Result/Impact: certificates of eligibility, surveys increased numbers in the unique migrant count Staff Responsible for Monitoring: migrant director, recruiters, NGS clerks	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Encode all required data into the new generation system / NGS and conduct all required activities. Strategy's Expected Result/Impact: NGS reports Staff Responsible for Monitoring: NGS clerks	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Determine individual needs for instructional and support services that will Identify available resources and make referrals to address said needs such as dropout prevention programs, coordinate with the entities to ensure that the child has access to the appropriate services, and follow up to monitor and document progress. Strategy's Expected Result/Impact: sign in sheets, home visits, letters to parents, prescriptions Staff Responsible for Monitoring: migrant strategist, lab teachers, administrators, counselors, community liaisons, migrant family services coordinator.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Coordinate with available programs offering options for credit accrual to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. Strategy's Expected Result/Impact: Increase in the promotion and graduation rate as per RDA standards Staff Responsible for Monitoring: Migrant strategists, lab teachers, academic counselors, CTE counselor	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide coordination of homework assistance and tools, collaboration with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed. Strategy's Expected Result/Impact: Intervention Plans, Benchmark tracking document, home visitation reports equipment check-out documentation Staff Responsible for Monitoring: Migrant strategists; Migrant lab teachers; community liaison, migrant family services coordinator. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 15: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.













Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 16: S.T.E.A.M.: The STEAM program will foster curiosity, creativity, and critical thinking through meaningful and relevant learning experiences that will lead to increased academic success

Evaluation Data Sources: Community Performances, Project Based Learning; Showcasing Events, Virtual Performances, and Interscholastic Competitions

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on STEAM Integration and Models to STEAM teachers Strategy's Expected Result/Impact: The professional development will build teacher capacity to inspire curiosity, creativity, and critical thinking. Staff Responsible for Monitoring: District Personnel, Arts Facilitator, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: online professional development - Title IV 289	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support STEAM teachers with instructional resources that will provide students with meaningful and relevant learning experiences. Strategy's Expected Result/Impact: This strategy will create a learning environment that nurtures risk taking, creativity, and critical thinking. Staff Responsible for Monitoring: District Personnel, Arts Facilitator, and Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: The teachers need both digital audio workstations and video editing software - Title IV 289	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Goal 5: D.M. Saucedo will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 17: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: DLPAC: The District will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas









Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Parental and Family Engagement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the district meetings.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies, materials, and technology resources to parent centers to implement parental involvement initiatives throughout the year. Strategy's Expected Result/Impact: Purchase orders and all necessary documentation Staff Responsible for Monitoring: principal parent educator Funding Sources: - Title I (211) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 3: Bilingual/ESL: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/ESL model.

Evaluation Data Sources: Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature Sheet, and/or Handbook

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses end of the year reports/ number of students receiving medical treatment.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 6: Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Saucedo will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 7: Nutrition/Food Services: SHAC meetings at least 4 times a school year.

Targeted or ESF High Priority

Evaluation Data Sources: Shac agendas and meetings

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: Risk Management: The District will ensure that a District Emergency Operations Plan that meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: Police Department: The District will decrease the number of criminal cases, including drug possession and assault cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 4: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK3-12th grade students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checking campus cafeterias from for safety & compliance of all meals prepared and served.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 6: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 7: Transportation department : 88 bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 8: Fine Arts: The District will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 10: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 12: Technology: Students K-12th grades will learn about digital citizenship and cyberbullying using online curriculum.

Evaluation Data Sources: Learning.com Reports and Usage

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 13: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 14: Migrant: Migrant population will increase the Meets passing rate by 5% in the content areas.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 15: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2020-2021 Texas Education Agency Results Driven Accountability, by one performance level indicator.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 16: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 17: Donna ISD will increase the safety measures at each campus by upgrading the locking mechanisms for classroom doors and upgrading security measures at the entry points of campuses.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 18: Transportation Director

Evaluation Data Sources: Fleet Vision

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 19: Fleet vision is a software system that will upgrade our inventory and communicate with our mechanic's. Our goal is to have accountability with parts being used and a faster process with handling mechanical work. Our fleet vision team has trained our bus drivers to input information using a computer and the information will give a estimated count to our inventory clerk. The information provided by the bus driver will also be relayed to our head mechanic. Work orders are then created and given to the mechanic that specializes in the area that is wrong with the school bus. Fleet Vision will help with spending and cost organization. When Fleetvision is at full used at full capacity it will change the department into a computer oriented department.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 20: Academic Support: Implement and monitor Positive Behavior and Intervention Supports (PBIS) throughout participating campuses to decrease student discipline by 5%.

Evaluation Data Sources: Discipline referrals
Campus counseling student progress monitoring
LPC student progress monitoring
LSSP student progress monitoring

Summative Evaluation: Met Objective

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$2,600.00
1	2	11			\$2,400.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,627.00
1	1	4		164.13.691	\$5,000.00
1	1	4		164.11.6399.00.047.30.0.00	\$2,000.00
1	1	9		164.11.6399.00.047.30.0.00	\$3,627.00
1	1	10		164.11.6118.00.047.24.TT	\$8,000.00
1	2	11		164.11.6118.00.047.24.TT	\$8,000.00
2	2	1		164.11.6399.00.047.30.0.00	\$9,008.00
Sub-Total					\$39,262.00
Budgeted Fund Source Amount					\$34,008.00
+/- Difference					-\$5,254.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	3			\$1,800.00
Sub-Total					\$1,800.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$0.00
GT (168)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
1	9	1			\$5,740.00

GT (168)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,740.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$6,740.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$6,500.00
1	1	4			\$2,800.00
1	1	9			\$5,000.00
1	1	10			\$800.00
1	1	18			\$3,000.00
1	1	19			\$2,677.00
1	1	20		199.11.6118.00.047.11.0.EP	\$1,500.00
1	1	20		199.11.6125.00.047.31.0.00	\$9,213.00
1	1	20		199.11.6141.00.047.31.0.00	\$150.00
1	1	20		199.11.6143.00.047.31.0.00	\$150.00
1	1	20		199.11.6145.00.047.31.0.00	\$130.00
1	1	20		199.11.6146.00.047.31.0.00	\$158.00
1	1	20		199.11.6399.00.047.31.0.00	\$300.00
1	1	20		199.11.6412.00.047.31.0.00	\$3,500.00
1	1	20		199.11.6497.00.047.31.0.00	\$3,899.00
1	1	20		199.13.6411.00.047.31.0.00	\$6,000.00
1	1	21			\$30,000.00
1	1	22			\$2,000.00
1	1	23		199.11.6494.00.047.11.0.00	\$1,000.00
1	2	11			\$800.00
1	3	9			\$300.00
1	3	10			\$300.00
1	9	1			\$2,000.00
1	9	1			\$1,080.00
1	9	2			\$50.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	4		199.11.6495.00047.11.0.00	\$500.00
1	9	12		199.11.6339.00.047.11.0.00	\$600.00
1	10	5			\$2,000.00
2	2	1			\$5,000.00
2	3	3			\$6,500.00
2	3	4			\$2,800.00
2	3	9			\$5,000.00
2	3	10			\$800.00
2	3	18			\$3,000.00
2	3	19			\$2,677.00
2	3	20		199.11.6118.00.047.11.0.EP	\$1,500.00
2	3	20		199.11.6125.00.047.31.0.00	\$9,213.00
2	3	20		199.11.6141.00.047.31.0.00	\$150.00
2	3	20		199.11.6143.00.047.31.0.00	\$150.00
2	3	20		199.11.6145.00.047.31.0.00	\$130.00
2	3	20		199.11.6146.00.047.31.0.00	\$158.00
2	3	20		199.11.6399.00.047.31.0.00	\$300.00
2	3	20		199.11.6412.00.047.31.0.00	\$3,500.00
2	3	20		199.11.6497.00.047.31.0.00	\$3,899.00
2	3	20		199.13.6411.00.047.31.0.00	\$6,000.00
2	3	21			\$30,000.00
2	3	22			\$2,000.00
2	3	23		199.11.6494.00.047.11.0.00	\$1,000.00
2	3	24			\$800.00
3	1	1			\$800.00
3	1	3			\$2,800.00
3	1	4			\$6,500.00
4	1	1			\$2,000.00
4	7	1			\$1,000.00
5	6	1			\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$184,084.00
Budgeted Fund Source Amount					\$101,477.00
+/- Difference					-\$82,607.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		211.11.6399.00.047.24.0.00	\$12,024.00
1	1	4		211.13.6411.00.047.24.0.00	\$10,000.00
1	1	4		211.11.6399.00.047.24.0.00	\$2,000.00
1	1	9		211.11.6399.00.047.24.0.00	\$13,508.00
1	1	10		211.11.6399.00.047.24.0.00	\$5,000.00
1	1	19		211.11.6399.00.047.24.0.00	\$3,000.00
1	2	11		211.11.6399.00.047.24.0.00	\$5,000.00
2	2	1		211.11.6399.00.047.24.0.00	\$13,508.00
2	3	3		211.11.6399.00.047.24.0.00	\$49,182.00
2	3	4		211.11.6399.00.047.24.0.00	\$2,000.00
2	3	9		211.11.6399.00.047.24.0.00	\$13,508.00
2	3	10		211.11.6399.00.047.24.0.00	\$5,000.00
2	3	19		211.11.6399.00.047.24.0.00	\$3,000.00
2	3	24		211.11.6399.00.047.24.0.00	\$5,000.00
3	1	1		211.11.6399.00.047.24.0.00	\$5,000.00
3	1	3		211.11.6399.00.047.24.0.00	\$2,000.00
3	1	4		211.11.6399.00.047.24.0.00	\$23,000.00
5	6	2		211.32.6499.00.047.24.0.00	\$1,500.00
6	2	1			\$1,000.00
Sub-Total					\$174,230.00
Budgeted Fund Source Amount					\$28,008.00
+/- Difference					-\$146,222.00
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$8,000.00

Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7			\$2,500.00
1	4	10			\$523.00
1	4	11			\$250.00
1	4	16			\$1,750.00
1	4	17			\$400.00
Sub-Total					\$13,423.00
Budgeted Fund Source Amount					\$3,773.00
+/- Difference					-\$9,650.00
IDEA (224)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	12			\$1,400.00
3	5	3			\$1,400.00
Sub-Total					\$2,800.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					-\$1,400.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
1	1	4		255.13.6411.00.047.24.0.00	\$2,715.50
1	1	4		255.13.6329.00.047.24.0.00	\$2,000.00
1	1	4			\$4,000.00
1	1	4		255.23.6411.00.047.24.0.00	\$2,713.00
1	10	3	255	255.23	\$1,571.00
2	3	4		255.13.6411.00.047.24.0.00	\$2,715.50
2	3	4		255.13.6329.00.047.24.0.00	\$300.00
2	3	4			\$4,000.00
3	1	3		255.13.6411.00.047.24.0.00	\$2,715.50
3	1	3		255.13.6329.00.047.24.0.00	\$300.00
3	1	3			\$4,000.00
4	1	1			\$4,715.50

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$33,746.00
Budgeted Fund Source Amount					\$7,731.00
+/- Difference					-\$26,015.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		263.13.6291.00.047.25.0.00	\$2,000.00
1	1	9			\$4,550.00
1	1	9		263.13.6399.00.047.25.0.00	\$1,120.00
1	2	10			\$11,695.00
2	2	1		263.13.6399.00.047.25.0.00	\$1,120.00
2	3	4		263.13.6291.00.047.25.0.00	\$2,000.00
2	3	9		263.13.6399.00.047.25.0.00	\$1,120.00
3	1	3		263.13.6291.00.047.25.0.00	\$2,000.00
Sub-Total					\$25,605.00
Budgeted Fund Source Amount					\$3,120.00
+/- Difference					-\$22,485.00
Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	2		274.11.6494.00.047.24.0.00	\$2,680.00
1	11	3		274.61.6419.00.047.24.0.00	\$700.00
1	11	4		274.11.6494.00.047.24.0.00	\$2,680.00
1	11	5		274.11.6399.00.047.24.0.00	\$5,250.00
1	11	6		274.11.6499.00.047.24.0.00	\$0.00
1	11	7		274.13.6411.00.047.24.0.00	\$500.00
1	11	8		274.11.6118.00.047.24.0.00	\$5,872.00
Sub-Total					\$17,682.00
Budgeted Fund Source Amount					\$49,200.00
+/- Difference					\$31,518.00

Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$600.00
1	1	18			\$1,975.00
1	2	11			\$600.00
1	3	9			\$300.00
1	3	10			\$300.00
1	6	2			\$200.00
1	6	6			\$1,000.00
1	10	5			\$500.00
2	3	18			\$1,975.00
2	3	24			\$600.00
5	6	1			\$0.00
Sub-Total					\$8,050.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					-\$5,050.00
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	5			\$1,000.00
4	1	1		899.00.2190.00.047.00.00	\$500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$500.00
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	5			\$1,000.00
4	1	1		897.00.21.90.01.47.00.0.00	\$650.00
Sub-Total					\$1,650.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$650.00

Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		289.11.6399.00.047.11.0.00	\$9,000.00
1	1	3		289.11.6412.00.047.11.0.00	\$8,504.00
1	1	4		289	\$3,000.00
1	1	23		289.11.6411.00.047.11.0.00	\$2,640.00
1	1	23		289.11.6412.00.047.11.0.00	\$5,809.00
2	3	3		289.11.6412.00.047.11.0.00	\$10,899.00
2	3	23		289.11.6411.00.047.11.0.00	\$2,640.00
2	3	23		289.11.6412.00.047.11.0.00	\$5,809.00
3	1	4		289.11.6412.00.047.11.0.00	\$1,000.00
5	2	1			\$13,002.00
5	2	2			\$7,000.00
5	16	1	online professional development		\$0.00
5	16	2	The teachers need both digital audio workstations and video editing software		\$0.00
Sub-Total					\$69,303.00
Budgeted Fund Source Amount					\$9,449.00
+/- Difference					-\$59,854.00
TTIPS Grant (276)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$6,772.00
Sub-Total					\$6,772.00
Budgeted Fund Source Amount					\$6,772.00
+/- Difference					\$0.00
Project Lead The Way (489)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$6,750.00
1	1	4			\$2,500.00
1	5	11	489.11.6495.00.047.11.0.00		\$950.00
1	5	11	489.11.6399.00.047.11.0.00		\$1,254.00
2	3	3			\$6,750.00
2	3	4			\$2,500.00

Project Lead The Way (489)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$2,500.00
3	1	4			\$6,750.00
Sub-Total					\$29,954.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$19,954.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$78,975.00
Sub-Total					\$78,975.00
Budgeted Fund Source Amount					\$78,975.00
+/- Difference					\$0.00
Grand Total Budgeted					\$346,713.00
Grand Total Spent					\$701,576.00
+/- Difference					-\$354,863.00