Plainview Independent School District

Coronado Jr. High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science

Mission Statement

At Coronado we do whatever it takes to ensure that students learn.

Vision

Coronado Middle School will be a distinguished campus focused on student centered learning, growth, and success.

Value Statement

Coronado Middle School values are positive attitude and willing spirit.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Coronado is a middle school composed of 602 students. Grade span was 6-8. 73.6% were economically disadvantaged.   77% of the students were Hispanic, 3% were African American, 17% were white. Percent in attendance were 95.91%. 7% were ELL students while 10% were served by special education. Coronado is the middle school ELL campus and several Spanish speaking only parents bring their students to this school. There are 82 GT students and 19 migrant students. The student population is 51% male and 49% female. 24% of our students are CTE.

Demographics Strengths

Plainview is a rural area with three feeder elementaries. 5th grade students that came into Coronado performed well on the STAAR.

Student Academic Achievement

Student Academic Achievement Summary

In the 2016-2017 Texas Acountability Report, STAAR Performance all students scored at approaches grade level in the following areas--65% in all subjects. 66% in all reading, 71% in mathematics, 59% in writing, 67% in science, and 47% in social studies. Among all subjects, all studetns progressed in the following areas--54% met or exceeded progress and 13% exceeded progress. In reading 54% met or exceeded progress and 17% exceeded progress. In mathematics 54% met or exceeded progress and 9% exceeded progress. Under index 3 for the reading performance 10% economically disadvantaged and 11% mastered grade level. For mathematics performance, 7% eocnomically disadvantaged and 8% Hispanic mastered grade level. For writing performance, 3% Hispanic mastered grade level. Under science, 13% eocnomically disadvantaged and 11% Hispanic mastered grade level. Under social studies 8% economically disadvantaged and 5% Hispanic mastered grade level. 28% of all student met grade level.

Student Academic Achievement Strengths

Index 3 has is at its highest point since the inception of Coronado Middle School. From 2014 to 2016, index 3 was stationary at 31. It increased to 33 in 2017. There has been a gradual rise in index 4 from 26 in 2014 to 30 in 2015 and 2016 and reaching its highest level at 32. Grade 8 Reading was in Quartile 1, EOC Algebra I was in Quartile 1. Grade 8 Science performance was in Quartile 1 which allowed a distinction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 22% of 6th grade students met grade level on the STAAR Math test. **Root Cause**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of effective planning and student centered instruction.

Problem Statement 2: 23% of 6th grade students met grade level on the STAAR Reading test. **Root Cause**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student relationships.

Problem Statement 3: 36% of 8th grade students met grade level on the STAAR Science test. **Root Cause**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student centered instruction, and low expectations

Problem Statement 4: 16% of 8th grade students met grade level on the STAAR Social Studies test. **Root Cause**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of purpose, relevance, and interest.

School Processes & Programs

School Processes & Programs Summary

Coronado currently has three CTE classes--AG, technology, and careers. We offer Spanish and health for high school credit. Our PreAP program includes 7th grade reading and writing, math, and 8th grade reading, math, science, social studies, and Algebra I. We have recently become the ELL middle school campus for Plainview ISD. We have an ESL interventionist and on assitant. Our special ed staff includes three inclusion teachers, a resource teacher, a functional teacher, and a transitional teacher. There are one-on-one and functional assistants. The school is staffed with inclusion assistants. We use the TEKS resource system while supplementing instruction with fundamental five and Kagan strategies. Our core teachers have two conference periods--a personal conference and a teaming time with their department. There are two assistant principals

School Processes & Programs Strengths

100% of our students are enrolled in a CTE careers course. We lost only one core teacher from last school year.

Perceptions

Perceptions Summary

Based off the 2016-2017 parent survey, parent concern was greatest centered around the school talking about homework and programs on a regular basis. The prinicpal does daily cross walk before and after school. Staff members participate in duties before and after school. PBIS continues to be refined. Specific parts of PBIS were addressed and adjusted for the 2017-2018 school year. The mission statement of Coronado is to do whatever it takes to ensure that all students learn at high levels. The vision statement involves learning, growing, and succeeding. The values of Coronado are a positive attitude and a willing spirit.

Perceptions Strengths

School safety was ranked high. When asked if a their child felt safe in school, a high majority of parents showed positive responses.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: The percentage of Coronado Middle School 6th grade students at the meets standard on the STAAR math test will increase from 22% to 23%.
Evaluation Data Source(s) : Eduphoria 2017 STAAR results

Performance Objective 1: The percentage of Coronado Middle School 6th grade students at the meets standard on the STAAR math test will increase from 22% to 23%.

Evaluation Data Source(s) 1: Eduphoria 2017 STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Expenses for professional development on instructional practices.	1, 4	Teachers Principals	1% increase at meets grade level in 6th grade math for all students				
			Problem Statements: Student Academic Achievement 1				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.	1, 3, 8, 9	Math teachers	1% increase at meets grade level in 6th grade math for all students				
			Problem Statements: Student Academic Achievement 1				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Support for data analysis activities and data-driven instruction.	1, 3, 4, 8, 9	Math teachers	1% increase at meets grade level in 6th grade math for all students				
			Problem Statements: Student Academic Achievement 1				

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 4) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.	1, 3, 4	Administration and math teachers	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 5) Principal academies and/or professional development specific to instructional leadership skills.	1, 4	Administration	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 6) Buy effective instructional materials, including intervention materials for at-risk students.	1	Teachers and administration	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 7) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	1, 4	administration and teachers	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 8) School wide training for all on effective classroom management.	1, 4	administration and teachers	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 9) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	1, 2, 3, 4, 8	teachers and administration	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 10) Professional development specific to students with disabilities for ALL staff.	1, 3, 4	Administration and inclusion teachers	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						

System Safeguard Strategy Critical Success Factors CSF 1 CSF 7	1, 3, 9	administration and special education teachers	1% increase at meets grade level in 6th grade math for all students.			
11) Offer effective instructional materials to target needs of students with disabilities.		Problem Statements: Student Academic Achievement 1				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6	1, 2, 6, 9	administration and teachers	1% increase at meets grade level in 6th grade math for all students.			
12) School wide tiered behavior intervention models/programs that target social, emotional, behavioral, other non-cognitive aspects supporting effective learning.		Problem Statements: Student Academic Achievement 1				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4	1	administration	1% increase at meets grade level in 6th grade math for all students.			
13) Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.		Problem Statements: Student Academic Achievement 1				

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 22% of 6th grade students met grade level on the STAAR Math test. **Root Cause 1**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of effective planning and student centered instruction.

Goal 2: The percentage of Coronado Middle School 6th grade students at the meets standard on the STAAR reading test will increase from 23% to 24%.
Evaluation Data Source(s) : Eduphoria 2017 STAAR results

Performance Objective 1: The percentage of Coronado Middle School 6th grade students at the meets standard on the STAAR reading test will increase from 23% to 24%.

Evaluation Data Source(s) 1: Eduphoria 2017 STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Expenses for professional development on instructional practices.	1, 4	Teachers Principals	1% increase at meets grade level in 6th grade reading for all students	◐	◐	◐	
			Problem Statements: Student Academic Achievement 2				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.	1, 3, 8, 9	reading teachers	1% increase at meets grade level in 6th grade reading for all students	◔	◐	◐	
			Problem Statements: Student Academic Achievement 2				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Support for data analysis activities and data-driven instruction	1, 3, 4, 8, 9	reading teachers	1% increase at meets 6th grade level in reading for all students	◐	◐	◐	
			Problem Statements: Student Academic Achievement 2				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 4) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.	1, 3, 4	administration and reading teachers	1% increase at meets grade level in 6th grade reading for all students.	◐	◐	◐	
			Problem Statements: Student Academic Achievement 2				

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 5) Principal academies and/or professional development specific to instructional leadership skills.	1, 4	administration	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 6) Buy effective instructional materials, including intervention materials for at-risk students.	1	Teachers and administration	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 7) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	1, 4	administration and teachers	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 8) School wide training for all on effective classroom management.	1, 4	teachers and administration	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 9) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	1, 2, 3, 4, 8	teacher and administration	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 10) Professional development specific to students with disabilities for ALL staff.	1, 3, 4	administration and inclusion teachers	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 11) Offer effective instructional materials to target needs of students with disabilities.	1, 3, 9	administration and special education teachers	1% increase at meets grade level in 6th grade reading for all students.				
Problem Statements: Student Academic Achievement 2							

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 12) School wide tiered behavior intervention models/programs that target social, emotional, behavioral, other non-cognitive aspects supporting effective learning.	1, 2, 6, 9	administration and teachers	1% increase at meets grade level in 6th grade reading for all students.				
		Problem Statements: Student Academic Achievement 2					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 13) Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.	1	administration	1% increase at meets grade level in 6th grade math for all students.				
		Problem Statements: Student Academic Achievement 2					

✔ = Accomplished   ➡ = Continue/Modify   ◓ = Considerable   ◒ = Some Progress   ⬤ = No Progress   ✘ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: 23% of 6th grade students met grade level on the STAAR Reading test. **Root Cause 2**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student relationships.

Goal 3: The percentage of Coronado Middle School 8th grade students at the meets standard on the STAAR science test will increase from 36% to 37%.
Evaluation Data Source(s) : Eduphoria 2017 STAAR results

Performance Objective 1: The percentage of Coronado Middle School 8th grade students at the meets standard on the STAAR science test will increase from 36% to 37%.

    Evaluation Data Source(s) 1: Eduphoria 2017 STAAR results

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Expenses for professional development on instructional practices.	1, 4	Teachers and principals	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							
2) Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.	1, 3, 8, 9	science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							
3) Support for data analysis activities and data-driven instruction	1, 3, 4, 8, 9	science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
4) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.	1, 3, 4	administration and science teacher	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							
5) Buy effective instructional materials, including intervention materials for at-risk students.	1	administration and science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							
6) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	1, 4	administration and science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							
7) School wide training for all on effective classroom management.	1, 4	administration and science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔	
Problem Statements: Student Academic Achievement 3							

8) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	1, 2, 3, 4, 8	administration and science teachers	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔
	Problem Statements: Student Academic Achievement 3					
9) Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.	1	administration	1% increase at meets grade level in 8th grade science for all students	◕	◕	✔
	Problem Statements: Student Academic Achievement 3					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: 36% of 8th grade students met grade level on the STAAR Science test. **Root Cause 3**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student centered instruction, and low expectations

Goal 4: The percentage of Coronado Middle School 8th grade students at the meets standard on the STAAR social studies test will increase from 16% to 17%.
Evaluation Data Source(s) : Eduphoria 2017 STAAR results

Performance Objective 1: The percentage of Coronado Middle School 8th grade students at the meets standard on the STAAR social studies test will increase from 16% to 17%.

    Evaluation Data Source(s) 1: Eduphoria 2017 STAAR results

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	1, 4	Teachers and administration	1% increase at meets grade level in 8th grade social studies for all students	◕	◕	✔	
1) Expenses for professional development on instructional practices.		Problem Statements: Student Academic Achievement 4					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	1, 3, 8, 9	social studies teachers	1% increase at meets grade level in 8th grade social studies for all students	◕	◕	✔	
2) Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.		Problem Statements: Student Academic Achievement 4					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	1, 3, 4, 8, 9	social studies teachers	1% increase at meets grade level in 8th grade social studies for all students	◕	◕	✔	
3) Support for data analysis activities and data-driven instruction							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	1, 3, 4	administration and social studies teachers	1% increase at meets grade level in 8th grade social studies for all students	◕	◕	✔	
4) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.		Problem Statements: Student Academic Achievement 4					

Strategy		Staff Responsible	Evidence/Formative				
System Safeguard Strategy **Critical Success Factors** CSF 1 5) Buy effective instructional materials, including intervention materials for at-risk students.	1	administration and social studies teacher	1% increase at meets grade level in 8th grade social studies for all students			✔	
	Problem Statements: Student Academic Achievement 4						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 6) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	1, 4	administration and social studies teacher	1% increase at meets grade level in 8th grade social studies for all students			✔	
	Problem Statements: Student Academic Achievement 4						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 7) School wide training for all on effective classroom management.	1, 4	administration and social studies teacher	1% increase at meets grade level in 8th grade social studies for all students			✔	
	Problem Statements: Student Academic Achievement 4						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 8) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	1, 2, 3, 4, 8	administration and social studies teacher	1% increase at meets grade level in 8th grade social studies for all students			✔	
	Problem Statements: Student Academic Achievement 4						
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 9) Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.	1	administration	1% increase at meets grade level in 8th grade social studies for all students			✔	
	Problem Statements: Student Academic Achievement 4						

✔ = Accomplished ➜ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: 16% of 8th grade students met grade level on the STAAR Social Studies test. **Root Cause 4**: Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of purpose, relevance, and interest.

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 1: 7th grade writing will increase from 59% to 61% for all students.

    Evaluation Data Source(s) 1: 2017 TAPR

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff	1, 2	Campus Principal	Limit prep time of teacher	◕	◕	◔	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for all students.	1, 2	Campus administration	Administration will be knowledgeable of writing data.	◔	◕	◕	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) Teachers will attend PLC meetings and share writing data and evaluate instructional strategies	1, 2	Teachers	CBA's and Benchmarks	◕	◕	◔	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 2: 7th grade writing will increase from 54% to 56% for Hispanic students

    Evaluation Data Source(s) 2: 2017 TAPR

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff	1, 2	Campus Principal	Limit prep time	◑	◑	◑	
Critical Success Factors CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for Hispanic students.	1, 2	Campus administration	Administration will be knowledgeable of writing data.	◑	◑	◑	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) Teachers will attend PLC meetings and share writing data and evaluate instructional strategies	1, 2	Teachers	CBA's and Benchmarks	◑	◑	◑	
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 3: 7th grade writing will increase from 55% to 57% for economically disadvantaged.

Evaluation Data Source(s) 3: 2017 TAPR

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff	1, 2	Campus Principal	Limit Prep Time	◕	◕		
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for economically disadvantaged	1, 2	Campus administration	Administration will be knowledgeable of writing data.	◕	◕	◕	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) Teachers will attend PLC meetings and share writing data and evaluate instructional strategies	1, 2	Teachers	CBA's and Benchmarks	◕	◕	◕	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 4: 7th Grade writing will increase from 28% to 38% for Special Education

    Evaluation Data Source(s) 4: 2017 TAPR

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff	1, 2	Campus Principal	Limit Prep Time	🟠	🟠	🟠	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for special ed.	1, 2	Campus administration	Administration will be knowledgeable of writing data.	🟠	🟠	🟠	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 3) Teachers will attend PLC meetings and share writing data with accommodations used.	1, 2	Teachers	CBA's and Benchmarks	🟠	🟠	🟠	
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 5: 8th Grade social studies will increase from 47% to 49% for all students.

Evaluation Data Source(s) 5: 2017 TAPR

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Teachers will attend PLC meetings and share data of all students.	1, 2	Teachers	CBAs, Benchmark improvement.	◕	◕	◕	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for all students.	1, 2	Campus Administration	Knowledgeable on 8th grade social studies data.	◕	◕	◕	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 6: 8th Grade social studies will increase from 44% to 46% for Hispanic.

    Evaluation Data Source(s) 6: 2017 TAPR

    Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Teachers will attend PLC meetings and share data of all students.	1, 2	Teachers	CBAs, Benchmark improvement.				
Critical Success Factors CSF 1 CSF 7 2) Administration will attend STAAR PLC meetings to discuss data and intervention plans for Hispanic students.	1, 2	Campus Administration	Knowledgeable on 8th grade social studies data.				
✔ = Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 7: Reading will increase from 29% to 39% for Sped.

Evaluation Data Source(s) 7: 2017 TAPR

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 1) Administration will attend STAAR/EOC PLC meetings to discuss data and intervention plans for Special Education students.	1, 2	Administration	knowledgeable of SPED data	◑	◑	◑	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 2) Teachers will attend PLC meetings and share Special Education data with accommodations used.	1, 2	Teachers	Growth on CBAs and Benchmarks	◑	◑	◑	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 3) Analyze trend data (teacher data, STAAR scores) to determine Special Education student growth and placement.	1, 2	Campus admin	Providing greatest Sped support through hand scheduling.	◑	◑	◑	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 8: Reading will increase from 3% to 13% for ELL.

    Evaluation Data Source(s) 8: 2017 TAPR

    Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) LPAC shall schedule individual/grade level academic meetings with Administration, reading teacher, and instructional support staff monthly.	1, 2, 4, 8, 9	Campus Admin	Intervention plans should represent data driven decisions during PLC meetings.	◑	◕	◕	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Apply information from data based evidence to assign specific reading interventions for each ELL student.	1, 2, 4, 8, 9	Reading Teachers and Certified Instructional Support Staff	Increase reading scores on each benchmark and state assessment.	◔	◕	◕	
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Analyze trend data (teacher data, STAAR/EOC scores, student growth) to determine best placement.	1, 2, 4, 8, 9	Campus Principal	Hand schedule students into classrooms with greatest ELL support.	◑	◕	◕	
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 9: Math will increase from 36% to 46% for Special Education

    Evaluation Data Source(s) 9: 2017 TAPR

    Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Administration will attend STAAR PLC meetings to discuss data and intervention plans for Special Education students.	1, 2	Administration	Knowledgeable of SPED data	◑	◑	◑	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Teachers will attend PLC meetings and share Special Education data with accommodations used.	1, 2	Teachers	Growth on CBAs and Benchmarks	◑	◑	◑	
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) Analyze trend data (teacher data, STAAR scores) to determine Special Education student growth and placement.	1, 2	Campus admin	Providing greatest Sped support through hand scheduling.	◑	◑	◑	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 10: Math will increase from 52% to 62% for ELL

    Evaluation Data Source(s) 10: 2017 TAPR

    Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) LPAC shall schedule individual/grade level academic meetings with Administration, math teacher, and instructional support staff monthly.	1, 2, 4, 8, 9	Campus Admin	Intervention plans should represent data driven decisions during PLC	◑	◕	◕	
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Apply information from data based evidence to assign specific math interventions for each ELL student.	1, 2, 4, 8, 9	Math Teachers and Certified Instructional Support Staff	Increase reading scores on each benchmark and state assessment.	◔	◔	◔	
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Expenses for professional development on instructional practices.
1	1	2	Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.
1	1	3	Support for data analysis activities and data-driven instruction.
1	1	4	Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.
1	1	5	Principal academies and/or professional development specific to instructional leadership skills.
1	1	6	Buy effective instructional materials, including intervention materials for at-risk students.
1	1	7	Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.
1	1	8	School wide training for all on effective classroom management.
1	1	9	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
1	1	10	Professional development specific to students with disabilities for ALL staff.
1	1	11	Offer effective instructional materials to target needs of students with disabilities.
1	1	12	School wide tiered behavior intervention models/programs that target social, emotional, behavioral, other non-cognitive aspects supporting effective learning.
1	1	13	Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.
2	1	1	Expenses for professional development on instructional practices.
2	1	2	Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.
2	1	3	Support for data analysis activities and data-driven instruction
2	1	4	Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.
2	1	5	Principal academies and/or professional development specific to instructional leadership skills.
2	1	6	Buy effective instructional materials, including intervention materials for at-risk students.

Goal	Objective	Strategy	Description
2	1	7	Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.
2	1	8	School wide training for all on effective classroom management.
2	1	9	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
2	1	10	Professional development specific to students with disabilities for ALL staff.
2	1	11	Offer effective instructional materials to target needs of students with disabilities.
2	1	12	School wide tiered behavior intervention models/programs that target social, emotional, behavioral, other non-cognitive aspects supporting effective learning.
2	1	13	Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.
4	1	1	Expenses for professional development on instructional practices.
4	1	2	Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training.
4	1	3	Support for data analysis activities and data-driven instruction
4	1	4	Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.
4	1	5	Buy effective instructional materials, including intervention materials for at-risk students.
4	1	6	Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.
4	1	7	School wide training for all on effective classroom management.
4	1	8	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
4	1	9	Buy educational technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions.
5	1	1	Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff
5	1	2	Administration will attend STAAR PLC meetings to discuss data and intervention plans for all students.
5	1	3	Teachers will attend PLC meetings and share writing data and evaluate instructional strategies
5	2	3	Teachers will attend PLC meetings and share writing data and evaluate instructional strategies
5	3	1	Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff
5	3	2	Administration will attend STAAR PLC meetings to discuss data and intervention plans for economically disadvantaged

Goal	Objective	Strategy	Description
5	3	3	Teachers will attend PLC meetings and share writing data and evaluate instructional strategies
5	4	1	Analyze teacher data (teacher data, STAAR/EOC scores, student growth) to determine best placement of staff
5	4	2	Administration will attend STAAR PLC meetings to discuss data and intervention plans for special ed.
5	4	3	Teachers will attend PLC meetings and share writing data with accommodations used.
5	5	2	Administration will attend STAAR PLC meetings to discuss data and intervention plans for all students.
5	6	1	Teachers will attend PLC meetings and share data of all students.
5	7	1	Administration will attend STAAR/EOC PLC meetings to discuss data and intervention plans for Special Education students.
5	7	2	Teachers will attend PLC meetings and share Special Education data with accommodations used.
5	7	3	Analyze trend data (teacher data, STAAR scores) to determine Special Education student growth and placement.
5	8	1	LPAC shall schedule individual/grade level academic meetings with Administration, reading teacher, and instructional support staff monthly.
5	8	2	Apply information from data based evidence to assign specific reading interventions for each ELL student.
5	8	3	Analyze trend data (teacher data, STAAR/EOC scores, student growth) to determine best placement.
5	9	1	Administration will attend STAAR PLC meetings to discuss data and intervention plans for Special Education students.
5	9	2	Teachers will attend PLC meetings and share Special Education data with accommodations used.
5	9	3	Analyze trend data (teacher data, STAAR scores) to determine Special Education student growth and placement.
5	10	1	LPAC shall schedule individual/grade level academic meetings with Administration, math teacher, and instructional support staff monthly.

State Compensatory

Budget for Coronado Jr. High:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-00-043-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$276,750.00
211-11-6119-00-043-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$89,820.00
199-11-6127-15-043-0-30-000	6127 Extra Duty Pay/Paraprofessional - Locally Defined	$890.00
199-11-6129-00-043-0-30-000	6129 Salaries or Wages for Support Personnel	$54,412.00
211-11-6129-00-043-8-30-000	6129 Salaries or Wages for Support Personnel	$65,114.00
199-11-6141-00-043-0-30-000	6141 Social Security/Medicare	$4,802.00
211-11-6141-00-043-8-30-000	6141 Social Security/Medicare	$2,246.00
199-11-6142-00-043-0-30-000	6142 Group Health and Life Insurance	$30,690.00
211-11-6142-00-043-8-30-000	6142 Group Health and Life Insurance	$12,232.00
199-11-6144-00-043-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$23,042.00
199-11-6146-00-043-0-30-000	6146 Teacher Retirement/TRS Care	$9,623.00
211-11-6146-00-043-8-30-000	6146 Teacher Retirement/TRS Care	$11,685.00
199-11-6147-00-043-0-30-000	6148 Employee Benefits - Locally Defined	$51.00
211-11-6147-00-043-8-30-000	6148 Employee Benefits - Locally Defined	$24.00
	6100 Subtotal:	**$581,381.00**
6200 Professional and Contracted Services		
199-13-6291-07-043-0-24-153	6291 Consulting Services	$14,000.00
211-13-6291-00-043-8-30-000	6291 Consulting Services	$5,325.00
	6200 Subtotal:	**$19,325.00**
6300 Supplies and Services		

211-61-6329-00-043-8-30-000	6329 Reading Materials	$650.00
199-11-6399-16-043-0-24-004	6399 General Supplies	$550.00
199-13-6399-07-043-0-30-153	6399 General Supplies	$1,625.00
211-11-6399-00-043-8-30-066	6399 General Supplies	$10,001.00
	6300 Subtotal:	**$12,826.00**
6400 Other Operating Costs		
199-21-6411-07-043-0-30-153	6411 Employee Travel	$1,375.00
211-13-6411-00-043-8-30-000	6411 Employee Travel	$13,468.00
211-23-6411-00-043-8-30-000	6411 Employee Travel	$3,000.00
211-61-6499-00-043-8-30-000	6499 Miscellaneous Operating Costs	$1,500.00
	6400 Subtotal:	**$19,343.00**

Personnel for Coronado Jr. High:

Name	Position	Program	FTE
Annaliza Molinar	Paraprofessional	SCE	.50
Benjalyn Foster	Teacher/English//Reading	SCE	1.00
Brenda Hearn	Paraprofessional	SCE	1.00
Elizabeth Reyna	Paraprofessional	SCE	.50
Gary Tipton	Teacher/Math	SCE	1.00
Irene Molinar	Paraprofessional	SCE	.50
Jaivonda Kinner	Teacher/English/Reading	SCE	1.00
Jessica Thornton	Teacher/English/Reading	SCE	1.00
Lidia Simmons	Teacher/English/Reading	SCE	1.00
Melody Lees	Teacher/English/Reading	SCE	1.00

Title I Personnel

Name	Position	Program	FTE
Amy Carrasco	Teacher/Math	Title !	1.00
Araceli Ortiz	Paraprofessional/ESL	Title I	1.00
Patty Roll	Teacher/Dyslexia	Title I	.50
Tina Bettis	Teacher/English/Reading	Title I	1.00

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Andrew Hannon	Principal
Paraprofessional	Monica Rodriguez	secretary
District-level Professional	Robin Salazar	district counselor
Classroom Teacher	Amy Carrasco	math interventionist
Classroom Teacher	Brenda McDowell	7th math teacher
Classroom Teacher	Darren Whalen	technology teacher
Classroom Teacher	Beth Logsdon	Resource Teacher
Business Representative	Doug Blackerby	Business owner
Business Representative	Obet Medina	restaurant owner
Community Representative	John Browning	business owner
Community Representative	Jim Tirey	attorney
Parent	Mitzi Kelley	accountant
Classroom Teacher	JaiVonda Kinner	ELAR Teacher
Parent	Amber Bass	
Non-classroom Professional	Kasey Johnson	Counselor