

**Brownsville Independent School District**  
**Besteiro Middle School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Our school and community will collaborate to prepare students to face the challenges of the future by providing a college and career ready 21st century learning environment.

# Vision

Besteiro Middle School provides academic excellence for all students.

# Value Statement

Besteiro Middle School believes

staff are committed to rigorous standards-based curriculum that is student centered, relevant, and integral.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Besteiro Middle School is approximately 98% Hispanic and less than 1% white and serves 6th through 8th grade students. According to the PEIMS data review of our campus profile, the student populations include Hispanic (99.8%), Economically Disadvantaged (98.4%), Limited English Proficient (27.95%), and At Risk. A total of 72.58% of Besteiro M.S. students are identified as At Risk . The attendance rate for Besteiro Middle School is 96.6%.

Besteiro Middle School is a high-performing campus in beautiful South Texas. It is one of the top schools in the Brownsville Independent School District. Starting in 2009, Besteiro Middle School achieved its first TEA Recognized Campus status, a result of diligent study on the part of students, effective teaching and involved parents. The school repeated this feat in 2010.

Besteiro Middle School has been the recipient of numerous awards, including a Texas High-Performing Campus, a NASA Explorer school and home of an HEB Principal of the Year recipient, Ms. Alma Rubio, former Besteiro Principal.

The active Principal, Mrs. Teresa Nuñez, comes from an array of experiences serving as a counselor, Assistant Principal, and Campus Principal.

### Demographics Strengths

- Students are willing to attend tutorials
- Campus has Migrant Tutorials
- Campus has Phone Master to communicate with parents
- Teachers work on Failure list & inform parents
- Students participate in extracurricular activities, fine arts, athletics and clubs.
- Strong parental support; attendance at open house and parent meetings.

### Demographic Needs:

- Attendance rate..
- Mobility...
- New comers/interrupted instruction...



## Student Achievement

### Student Achievement Summary

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report / TEA School Accountability Report
- STAAR Summary Report-Group Performance
- Eduphoria/Tango data, 6 weeks tests, Semester Exams, Benchmark tests

6th-8th Grade All Students STAAR Summary: 2015-2016

Reading: 6th Grade (51%), 7th Grade (54%), 8th grade (75%)

Writing: 7th Grade (64%)

Math: 6th grade (53 %), 7th Grade(51%) 8th grade (81%)

Science: 8th Grade (78%)

Social Studies: 8th Grade (69%)

The trends identified when student performance scores were compared over a period of two-three years demonstrate that students need additional learning time in Reading and Math as indicated by STAAR scores.

Performance variations between all student groups:

6th Reading: At-Risk (41%), Economically Disadvantaged (62%) Hispanic (62%) White (NA%) Female (71%) Male(50%) Gifted and Talented (97%) LEP (27%) Migrant (71%) Special Education(34%)

7th Reading: At-Risk (47%), Economically Disadvantaged (61%) Hispanic (61%) White (NA%) Female (63%) Male(54%) Gifted and Talented (87%) LEP (32%) Migrant (57%) Special Education(40%)

8th Reading: At-Risk (46%), Economically Disadvantaged (72%) Hispanic (72%) White (NA%) Female (68%) Male(54%) Gifted and Talented (100%) LEP (36%) Migrant (41%) Special Education(32%)

7th Writing: At-Risk (54%), Economically Disadvantaged (65%) Hispanic (65%) White (NA%) Female (73%) Male(55%) Gifted and Talented (90%) LEP

(34%) Migrant (70%) Special Education(38%)

6th Math: At-Risk (47%), Economically Disadvantaged (67%) Hispanic (67%) White (NA%) Female (70%) Male(60%) Gifted and Talented (93%) LEP (45%) Migrant (53%) Special Education(45%)

7th Math: At-Risk (40%), Economically Disadvantaged (52%) Hispanic (52%) White (NA%) Female (56%) Male(51%) Gifted and Talented (87%) LEP (25%) Migrant (48%) Special Education(33%)

8th Math: At-Risk (60%), Economically Disadvantaged (79%) Hispanic (79%) White (NA%) Female (72%) Male(65%) Gifted and Talented (100%) LEP (66%) Migrant (53%) Special Education(71%)

Science: At-Risk (39%), Economically Disadvantaged (57%) Hispanic (57%) White (NA%) Female (56%) Male(54%) Gifted and Talented (94%) LEP (34%) Migrant (50%) Special Education(32%)

Social Studies: At-Risk (27%), Economically Disadvantaged (42%) Hispanic (42%) White (NA%) Female (39%) Male(41%) Gifted and Talented (81%) LEP (38%) Migrant (38%) Special Education(21%)

### **Student Achievement Strengths**

- 2013 Accountability Summary- Reference Reading/ELA Academic Achievement Distinction earned.
- 2014 Accountability Summary -Reading ELA Distinction Academic Achievement Earned: Mathematics
- 25 Students qualified for Early college in reading.
- 2014 STAAR Algebra I 100% pass rate.
- 2015 STAAR Algebra I 100% pass rate.
- 2016 STAAR Algebra I 100% pass rate.

### **Student Achievement Needs:**

- Close the gaps between special education and ELL students and all student performance.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Besteiro Middle School fosters a positive and safe climate and embraces the culture of the surrounding community. Besteiro Middle School faculty and staff promote high levels of achievement to ensure student success.

### **School Culture and Climate Strengths**

- 1) Parents are invited to attend open house, team meetings, school performances, weekly meetings, and district events.
- 2) Students receive recognition for honor roll, fine arts, and athletic standings.
- 3) Teacher unity and philosophies align with the school mission.
- 4) Besteiro will implement an incentive and recognition plan for teachers and staff that will increase the percentage of staff that agree on the 2018 CNA that they are supported and valued at the campus.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

To meet the needs of staff quality, recruitment, and the retention of new teachers, all stakeholders will receive mentorship and assistance. Teachers will be able to work within a positive climate where resources will be available to teachers. Teachers will continually be provided professional development and will be required to attend staff, Team and Department meetings.

### **Staff Quality, Recruitment, and Retention Strengths**

- Highly qualified teachers
- Positive campus climate
- New teacher mentor assistance program
- Low teacher turnover
- Administration will celebrate special occasions such as Thanksgiving and Christmas with a faculty luncheon, as well as other celebrations to maintain positive teacher and staff morale.
- Special Education teachers will attend professional development (academic and behavior), in all areas (General & Special Education), in order provide better services to Special Education Students.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

In order to insure that students are learning, the district required curriculum is being followed. Weekly tests, Quizzes, Six weeks exams and Benchmarks are administered regularly to assess level of student learning. All students and special sub-groups that performed less than the met standards on STAAR assessments are identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the campus improvement plan delineate a variety of research-based strategies, interventions and computer programs are used to address the areas of need.

#### Data Sources Reviewed:

- Texas Performance Reporting System (TPRS)
- Weekly Tests
- Six weeks exams
- District Benchmarks
- Texas Academic Performance Report (TAPR) formerly the AEIS
- Federal Focus Designation formerly AYP
- Accountability Ratings (Met Standard or Improvement Required) / System Safe Guards / Report Cards
- PBMAS
- D Campus Data Sources Reviewed: Eduphoria / Tango Central
- Tango LION (Fluency & Comprehension) MOY & EOY
- TELPAS Reports TMSFA (BOY)
- Classroom walkthroughs
- AP-Instruction students will be offered the opportunity to challenge an AP Test and be exposed to college readiness
- C & I Surveys
- Campus 6 weeks exam monitored through the Tango data analysis software
- Improve participation in Special Olympics

### **Curriculum, Instruction, and Assessment Strengths**

- Students attending Tutorials
- Students receiving STAAR Enrichment classes
- Inclusion teachers in the classroom (Co-Teaching)
- Technology used in classrooms
- Teacher Made Assessments (STAAR Formatted)
- Teams are named by Colleges

- Teams focus on achieving commended performance on the STAAR Assessment.
- RTI meetings
- TLI Initiative – TLI Specialist, CBLT , TSLP, Project Share
- Teacher Collaboration on Curriculum / Instruction
- Library visitations for research purposes
- Special Education students with cognitive disabilities/autistic will attend the Special Olympics practices and meets.
- Direct Inclusion will be provided in 6th through 8th grades, in their testing areas.
- File of work of Special Education students will be filed for 5 years.
- Study Guides, Homework Help, Air Force Academy (with parent permission) and calculators (for the students that qualify for them) will be provided for Special Education students in order to prepare for the STAAR assessments.
- SSI will be provided for 8th grade students that did not pass the Reading or Math STAAR first or second administration exam.
- Documentation of STAAR Alt 2, IEPs, IPIs, and STAAR A will be reviewed and documented in IEP.
- Initial referrals will be lowered by Diagnostician support.
- Supplemental Aids will be provided for Special Education students in the areas of Reading, Math, Science, Social Studies and English.
- Students will be recognized periodically through an award ceremony (trophies, diplomas, pins) for various achievements.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

In order to maximize family and community involvement at Besteiro Middle School A variety of communication methods and strategies are used. Parent orientations, weekly parent sessions, parent literacy activities, migrant parent meetings, and home visits will be made to increase parent and community involvement.

### **Family and Community Involvement Strengths**

- Parent center
- CIS services
- Counselors offer one day per week to see parents & students
- Migrant lab and meetings with parents
- Parent participation on ARD's
- NASA Night – parent participation
- TLI Teacher Specialist Parent Literacy Sharing Sessions

## School Context and Organization

### School Context and Organization Summary

Besteiro Middle School has benefited from campus efforts to reorganize itself and create more efficient campus alignment structures for process development and efficiency of academics and lesson delivery. These reorganized administrative and instructional efforts have been helpful in developing and insuring vertical alignment which will insure an academic increase and the growth of each student . The ability of Besteiro Middle School to become more functional and agile reflects this schools ability to adapt and grow to meet the needs of changing times. Besteiro M.S. has also benefited from increased effort from staff, forward thinking, and greater communication which has spread good ideas throughout each department. The challenges and opportunities faced by the district in this area of the needs assessment are significant.

### School Context and Organization Strengths

- Teams in all grade levels
- Teachers belong to a specific department
- Staff (non-teaching) and Training Meetings
- Faculty meetings to disseminate information
- Extra curricular activities have proven successful as a motivator for our students.
- Academic elective classes have been much more beneficial to our students in preparation for state assessments compared to non academic electives.
- Substitute teachers assisting during off periods has maximized productivity.
- Coordination Day will be held in order to ensure that services are provided through General Education/CTE/Dyslexia for Special Education Students.
- In order to ensure a safe enviroment for all students, faculty, staff, and visitors, everyone will undergo a security backkground check.
- School will plan accordingly to buy supplies (general) for students.

# Technology

## Technology Summary

To address technology needs at Besteiro Middle School and assuring that they are being met the following actions are taking place: increasing the the number of computers/tablets accessible to students, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software.

In order to increase access speeds and maximize instructional time, the library support students and staff members by making state adopted resources accessible through the use of the latest computers/laptops.

## Technology Strengths

- Computer/tablet access for students in all classrooms
- Red Cat Audio systems
- Mobiview access for students in the classroom
- Distance Learning Technology
- Smart Boards in about 32 classrooms
- Senteo Systems in about 32 classrooms
- TLI Project Share Online Professional Development and Collaboration TSLP Course for CBLT members
- Compass Reading Lab
- Teacher Qualifications / Highly Qualified
- Grade level lead teachers will have an available laptop
- New computer labs available
- Computer set and ink will available for Special Education teachers and staff.
- Teacher portfolio will be kept by Special Education Personnel, monitoring daily and weekly.
- MECA, REDCAT, HATCH are SRA could be provided for Special Education students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results



## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Goals

**Goal 1: Besteiro Middle School students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.**

**Performance Objective 1:** 1 By the end of the current school year, 90% of the students will minimally achieve "Approaches" performance on the STAAR/EOC assessments. A 40% of students will achieve a "Masters" performance on the STAAR/EOC assessments (Reading, Writing, Math, Science, Social Studies and Algebra).

**Evaluation Data Source(s) 1:** 2018 STAAR results/TELPAS/EOC

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Instructional resources and supplies</p> <p>Instructional resources and supplies will be provided to teachers and students to ensure delivery and learning of rigorous instruction to prepare ALL students with supporting and readiness standards to meet the state standard on STAAR assessments. The following instructional supplies will be purchased:</p> <ul style="list-style-type: none"> <li>-Composition notebooks</li> <li>-Notebook binders</li> <li>-Highlighters</li> <li>- General instructional supplies</li> <li>- ELA applied/practice</li> <li>- STAAR Booklets</li> <li>- History JARED</li> <li>- Velcro</li> <li>- Disposable gloves</li> <li>- Science supplies (groceries)</li> <li>- Flinn Science supplies</li> <li>- Empowering Writers</li> </ul>	2, 3, 10	Principal Dean of Instruction Assistant Principals Department Chairs Teachers	Formative: C & I Specialists Classroom Visits Walkthroughs Six Weeks/Semester Exam Report Cards Benchmarks  Summative: STAAR results TELPAS Yearly average				

- Curriculum Associates
- Sirius Reading Materials
- White Dry Erase boards
- Summit Learning
- KUTA ( Math Software)
- PEG Writing (ELA Software)
- Mentoring Minds
- Educational instructional games
- Wal-Mart supplies
- Measuring UP STAAR Edition
- TEKSING Toward STAAR
- STEP UP to TEKS
- Sirius
- Motivation Math

Funding Sources: 211 Title I-A - \$21,219.00, 162 State Compensatory - \$8,265.00



Resources will be utilized in classroom instruction and tutorials.

Population:  
All Students  
(6th,7th,8th)  
Students

- T1
- SE
- DYS
- GT
- LEP
- MIG
- AR

Time line: August - Current School Year

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<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Professional Learning Opportunities</p> <p>All 6th-8th grade teachers (Math, Reading, Writing, Science, Social Studies, PE, and Elective Teachers) will participate in Professional Development activities that will impact increased student achievement and decrease the federal achievement gap in the state assessments.</p> <p>FOCUS SCHOOL ACTIVITIES:</p>	<p>4</p>	<p>Principal Dean of Instruction Assistant Principals Department Chairs C &amp; I Specialists Teachers Region 1</p>	<p>Formative: Turn Around Trainings C &amp; I Specialists Classroom Visits Walkthroughs Lesson Plans Sign-Ins/online Professional Development System</p> <p>Summative: Semester Exams STAAR results TELPAS</p>			
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-Implement 2017-2018 District Initiative Action plan for ELA including Text Structures Dr Kay's strategies recommendation.

-Teachers will participate in developing a plan that includes "unpacking" and reviewing ALL standards, testing expectations, curriculum initiatives, campus initiatives, lesson studies, and evaluation pieces (Formative and Summative)

-Teachers will receive professional development on the topics of AMAO, differentiation and engagement, strategies for ELL and SPED learners, and monitoring data and progress.

Teachers will engage in problem solving and explicitly identify the skills and concepts connected to the areas of concern identified by the STAAR exam results.

Teachers will learn how to model mathematics problems using manipulatives, enhance their awareness of proportional reasoning, and make connections to algebra, geometry, and measurement. Teachers will also be coached on analyzing student work samples for mathematical skills, concepts and problem solving using rubrics.

Teachers will engage in applying different strategies for reading and writing to increase comprehension skills through Writing To Learn (CIF Strategies) Teachers will engage in strategies in order to support Social Studies, Science, PE and Elective instruction.

Physical Education teachers will maintain the CATCH program.

-Curriculum Planning (campus)

-Reading & Writing Expository across the curriculum (cluster)

-Gretchen Bernabei Writing Strategies

-PEG Writing

-Dr. Kay "Text Structures)

-DUO Lingo

-Beers & Probst Strategies

-Notice & Note Strategies

-Fluency Initiative

-Journal writing

-Word of The Week

- Interactive Notebooks
- Math and Reading Department Chair Monthly Meetings
- Math and Reading District Planning (STAAR Count-Down)
- Math and Reading TEKS Clarification
- Algebra I
- English
- ELA ELPS Standards, Academic Vocabulary, DOK (Cluster)
- ELA District Planning (STAAR Count-Down)
- SIOP
- Social Studies 8th Grade Clinic
- History Patriotism Alive
- Kids Voting
- Science
- STEM Maintenance & PBL
- AP Institute
- GT
- Pre-Ap
- Dyslexia/Language Enrichment/Neuhaus
- Terra Nova
- TSI
- RTI
- Effective writing instruction
- TANGO Software
- LION Reading
- RAPS 360
- TELPAS
- ELPS
- Ellevation
- EXCELL
- LPAC Procedures BOY, MOY & EOY
- TALA (Texas Adolescent Literacy Academies)
- TAHPERD Annual Convention (PE)
- Read Works.org



Funding Sources: 211 Title I-A - \$7,989.00, 199 Local funds - \$150.00

- Population:  
 All Students  
 (6th,7th,8th)  
 Students
- T1
  - SE
  - DYS
  - GT
  - LEP

-MIG  
-AR

Time line: August to Current School Year

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<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Data Analysis</p> <p>Besteiro teachers will disaggregate data from district benchmarks, six-weeks exams, semester exams, and STAAR assessments in order to plan and target instruction for all students including subgroups and identified students on RTI.</p>	<p>Principal Dean of Instruction Assistant Principals C &amp; I Specialists Data Team District ARE Region One -Focus School Team Teachers</p>	<p>F: Classroom observations Walkthroughs Lesson Plans</p> <p>S: Increase % of making progress and/or "Approaching, Meets, Masters" on STAAR; School Benchmarks and Six Weeks Grades</p>			
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Besteiro teachers will be trained on data analysis by campus administration, district specialists, and Region One trainers in order to improve student academic achievement.

Focus Activity-

Teachers will continuously assess student learning to monitor student progress and student lesson understanding.

Data from benchmark exams will be analyzed and reviews with teachers within five working days of the diagnostic tests.



Teachers will provide remediation efforts for students who are not progressing. ( As measured by teacher grades, benchmarks, mini-marks, etc)

- Eduphoria/Aware
- Tango
- Data Team/ARE
- Region One Support (Focus)

- Population:  
 All Students  
 (6th,7th,8th)  
 Students
- T1
  - SE
  - DYS
  - GT
  - LEP
  - MIG
  - AR

Timeline: August to Current School Year  
 CNA Page # 12

Funding Sources: 199 Local funds - \$4,000.00

<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>          CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7          4) Technology</p>	<p>1, 10</p>	<p>Principal          Dean          TST Teacher          Technology          Teachers</p>	<p>Formative:          Technology Program Reports          Student Presentations; power points          Student progress reports</p>			
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Students will increase learning engagement, achievement outcomes, and increase literacy, through

Teachers  
Professional  
Development Staff

Summative: :  
STAAR

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the use of technology and STEM activities, in core-areas, labs, enrichment classes, and tutorials including:

- Computer Labs/COWS/Tablets
- Adaptive Curriculum
- Apex Learning
- Think Through Math
- Compass/Odyssey Learning
- Summit Learning
- Kuta Software
- Raspberry Pi's
- Language Arts Fab Lab
- PEG Writing
- News ELA
- Sci-Tex Living with Science
- Google Apps
- Mindplay
- Duolingo
- LION
- Read Works
- Flipgrid
- STEMSCOPES
- TI calculator Software for Teachers
- Projector
- Calculators

Population:  
All Students  
(6th,7th,8th)  
Students  
-T1  
-SE  
-DYS  
-GT  
-LEP  
-MIG  
-AR

Timeline: Current School Year  
CNA Page # 16

Funding Sources: 211 Title I-A - \$10,000.00, 162 State Compensatory - \$6,000.00, 199 Local funds - \$2,000.00

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>5) Curriculum Planning</p> <p>All content area teachers will vertically align curriculum with local and state assessments and utilize training to prescriptively address student learning needs in all content areas. The following will address curriculum planning:</p> <ul style="list-style-type: none"> <li>-Weekly Team and Department Meetings</li> <li>-Critical Success Factors Review</li> <li>-Data Analysis - TANGO and AWARE</li> <li>-Scope and Sequence Alignment to STAAR</li> <li>-Rigorous and engaging Instructional Strategies</li> <li>-Differentiation of Instruction</li> <li>-Campus and District Department Chairs monthly trainings/meetings</li> </ul> <p>(Focus Activity)</p> <ul style="list-style-type: none"> <li>-Academic calendars will be implemented to ensure teaching of all TEKS/Standards tested before standards are administered.</li> </ul> <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> <li>-T1</li> <li>-SE</li> <li>-DYS</li> <li>-GT</li> <li>-LEP</li> <li>-MIG</li> <li>-AR</li> </ul> <p>Time line: Current School Year CNA Page # 11</p>	8	Principal Dean of Instruction C & I Specialists Core-area Teachers Special Education Teachers	<p>Formative: C &amp; I Specialists Classroom visits Department Binders Walkthroughs Sign-in Rosters/Online Professional Development System Student progress reports Benchmarks</p> <p>Summative: STAAR TELPAS</p>					
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p>		1, 2, 3	Principal Dean of Instruction Bilingual Specialist	F: Student Assessments, classroom observations, lesson Plans Benchmark testing, TMSFA Fluency, Six Week Tests				

LPAC  
 ELA SL Teachers  
 Dyslexia Teacher  
 General Education  
 Teachers  
 Special Education  
 Teachers

S: STAAR Scores, Increase % of making progress and/or  
 "Approaching, Meets, Masters" on STAAR; ,  
 Benchmarks, TELPAS Scores, and Six Week Tests

6) Sub-population: ELLs

ELL students will receive support through various research- based strategies and transitional language resources to reinforce their learning and increase their English proficiency skills in:



- Listening
- Speaking
- Writing
- Reading



Instructional staff will be provided with training on ELL strategies for improving instruction to ELL to build teacher understanding of second language learning acquisition so that students are successful in classroom instruction. Math Teachers will relate Math in the English Language by utilizing a continuous Word Wall which include Cognates, Content Vocabulary and the ELPs Chart. All teachers will focus on building academic vocabulary, content language, and content skills for ALL ELL learners Campus/ AYP Initiative .



Strategies and resources utilized to effectively instruct and assess ELL students include:



- SIOP
- ELPS
- ELARS
- Cognates
- Writing Portfolios
- Bilingual Dictionaries
- Educational Software
- SciTex Living with Science
- RAPS 360
- LION (headphones necessary)
- Rosetta Stone (headphones)
- MileStone Textbooks
- Bilingual/ESL Middle Academic Literacy Initiatives for ELLs
- PEG Writing and Adaptive Curriculum
- Summer Literacy Initiative
- Summit Learning

Funding Sources: 163 State Bilingual - \$4,065.00



<p>Population: (6th, 7th, 8th)</p> <p>-LEP</p> <p>Timeline: August to Current School Year</p> <p>CNA Page #</p>							
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) RTI</p> <p>Improve outcomes for all students through RTI Provide high-quality core instruction and behavior supports by highly qualified teachers. Provide whole or small group differentiated instruction. Implement scientifically research-based interventions and monitor progress regularly. Conduct universal screening (Benchmarks, RAP 360, TMSFA Fluency Assessment, STAAR Data, District Mini Marks) analyze data and make student recommendations for RTI. Based on emerging data, identify students in need of Response to Intervention (RTI). Intervention for students in need of Tier II and III will be provided by the classroom teachers both within the regular classroom and in-tutorial classes in order to improve student achievement.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August to Current School Year</p> <p>CNA Page #</p>	2, 3, 8, 9	<p>Regular Classroom Teacher</p> <p>Sp. Ed. Teachers</p> <p>Dyslexia Teachers</p> <p>Content Area Teachers</p> <p>Principals</p> <p>Language Arts Specialist</p> <p>Bilingual/ESL Specialists</p> <p>Dean of Instruction</p>	<p>F: Texas Middle School Fluency Assessment (TMSFA)</p> <p>Progress Monitoring, Lesson Plans</p> <p>Tutorial Documentation</p> <p>RTI Student Lists / Rosters</p> <p>Classroom plans for working with RTI Students. I DO, WE DO, YOU DO</p> <p>S: Benchmark Results</p> <p>PBMAS</p> <p>RTI Documentation</p> <p>RAP 360 STAAR Scores, Increase % of making progress and/or "Approaching, Meets, Masters" on STAAR; , Benchmarks, TELPAS Scores, and Six Week Tests</p>				
		<p>Funding Sources: 211 Title I-A - \$1,000.00</p>					



<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Tutorials</p> <p>Students earning an unsatisfactory progress report in core subjects or needing instructional support will be recommended for after school tutorial sessions; to practice / reinforce and master basic and other required skills in order to bring these students to grade level and greater student success. Bus transportation will be made available for at least 2 days weekly. Algebra Students will be provided with after school tutorial to achieve academic success.</p> <p>Focus Grant will help pay for teachers to implement after school Tutorials.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: Current School Year CNA Page #</p>	1, 9	Principal Dean of Instruction Assistant Principals Teachers	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Increase % of making progress and/or "Approaching, Meets, Masters" on STAAR; School Benchmarks and Six Weeks Grades</p>			
<p>Funding Sources: 211 Title I-A - \$27,629.00</p>						

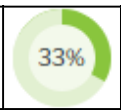
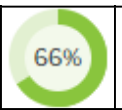
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) Enrichment</p> <p>Provide enrichment class for students struggling with the comprehension process, fluency, basic reading skills and basic math skills, to focus on specific STAAR objectives and ensure progress in critical TEKS. Increase use of software to improve achievement and provide remediation including use of online programs and other engaging resources.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline:Current School Year CNA Page #</p>		<p>Teachers Principal Dean of Instruction C&amp;I Math and Reading Specialists</p>	<p>F: Class Rosters, Classroom observations Walkthroughs, Lesson Plans</p> <p>S: Increase % of "Approaching" and /or making progress on STAAR; School Benchmarks and Six Weeks Grades</p>			
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>10) Calculators 8th grade students will use graphing calculators in the math and science classes to increase the rigor in problem solving and algebraic reasoning. Title I - 120 Nspire graphing calculators Additional instructional resources needed in the math classes include: -Batteries -Bluetooth and presenter devices to assist students with active monitoring.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August to Current School Year CNA Page # 12</p>		<p>Principal Dean of Instruction State Compensatory Administrator C &amp; I Math Specialist Math Teachers Math Enrichment Teacher</p>	<p>Formative: C &amp; I Specialist Classroom visits Walkthroughs Teacher assessments Six-weeks Exams Benchmarks</p> <p>Summative: STAAR Math EOC/Algebra I</p>			
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>11) GT</p> <p>Student success will increase when teachers continue identifying GT students in their teams to assure correct placement and instruction of these students. All 7th Grade students will be given an opportunity to be recommended for Pre-Ap and Algebra Courses based on Teacher recommendations, parent recommendations, and STAAR scores.</p> <p>Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Kaplan's Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually. GT Teachers will encourage student originality and creativity through the participation of district programs such as Brainsville Inventions, Destination Imagination, Stock Market Games, UIL Academics, and Chess.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August to Current School Year CNA Page #</p>	<p>1, 2</p>	<p>Dean Of instruction Principal Counselors Teachers</p>	<p>F: Student assessments Classroom observations Walkthroughs Lesson Plans</p> <p>S: Increase % of Commended on STAAR; School Benchmarks and Six Weeks Grades, GT Compliance report, Student Performance Rerord, eschool Plus generated Master Schedule</p>			
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<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) STEM</p> <p>6th-8th grade students participate in STEM/Infinity Project program instructed by Stem/Infinity trained teachers.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August to Current School Year</p> <p>CNA Page #</p>		<p>Principal STEM Teachers Dean of Instruction</p>	<p>F: STAAR scores from previous year Benchmark results</p> <p>S: Report card Grades STAAR Scores</p>			
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<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p>	1, 2, 3, 9	SSI Tutorial teachers Dean of instruction Principal	F: Walkthroughs Progress reports S: STAAR Exam			
<p>13) SSI</p> <p>Students in need of SSI intensive accelerated instruction will be provided learning opportunities during school and after school tutorials instructed by highly qualified reading and math teachers.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #7</p>	<p>Funding Sources: 162 State Compensatory - \$10,955.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>14) Summer Bridge</p>	1, 7	Principal Teachers Dean of Instruction	Formative: Previous Year STAAR Scores Summative: Test Scores, and progress report			
<p>Besteiro Middle School will implement a transitional program for feeder elementary campuses to insure transitioning students are informed of middle school expectations.</p> <p>Transitional plan will include:</p> <p>Fine arts recruiting, athletics program recruiting, choice slips fair and tour of the school. The transition program also includes the representatives in transitional ARDS. Athletic recruitment will take place throughout the spring.</p> <p>Summer bridge supplies for the success of student learning will be needed Copy Paper Pens Pencils Folders</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page # 7, 12</p> <p>Funding Sources: 211 Title I-A - \$4,000.00</p>						





<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>15) Vertical Alignment</p> <p>All Content Areas including: Math, Reading and Writing, Science, and Social Studies will vertically align and will vertically align and plan units and lessons at the end of each Six Weeks for the upcoming Six Weeks. Teachers will participate in curriculum planning with student achievement as priority.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> <li>-District Scope and Sequence</li> <li>-District Frameworks</li> <li>-State TEKS and standards</li> <li>-Campus Calendars, Units, Lesson Plans</li> <li>-STAAR results</li> <li>-Mini-marks</li> <li>-Benchmarks</li> <li>-Teacher assessments</li> </ul> <p>Materials needed:</p> <ul style="list-style-type: none"> <li>-Lead4ward resources</li> <li>-Content TEKS booklets</li> <li>-Binders</li> </ul> <p>Population:</p> <p>6th-8th grade Students</p> <ul style="list-style-type: none"> <li>-ESL</li> <li>-Migrant,</li> <li>-Special Ed.</li> <li>- LEP</li> <li>-Title 1</li> <li>-GT</li> <li>-DYS</li> <li>-Pre-AP</li> </ul> <p>Timeline: August 2015 till June 2016</p> <p>CNA Page #</p>	<p>1, 2, 5</p>	<p>C &amp; I Specialists Principal Dean of Instruction Special Education Teachers Librarian Content Teachers</p>	<p>F :Report card grades Progress reports oral reading, fluency, Walk-throughs, lesson plans, Writing Portfolios</p> <p>S: Benchmark exam grades STAAR, TELPAS, SELP Scores</p>				
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<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>16) Department Meetings</p> <p>Set-up debriefing / collegiate sharing sessions monthly for all teachers by department to share updates on best practices based curriculum, training, successes, and challenges in program implementation. Provide teachers with appropriate instructional strategies in order to meet the needs of the students and ensure their comprehension of associated TEKS. Dean of Instruction and Department / Academic Team Chairpersons will be involved in department meetings. (To include discussions about Materials and assessments)</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. -LEP -Title 1 -GT -DYS -Pre-AP</p> <p>Timeline: August to Current School Year CNA Page # 11</p>	<p>Curriculum &amp; Instruction Specialists Campus Administrators Deans of Instruction Department Chair</p> <p>Curriculum &amp; Instruction Specialists Bilingual Department Campus Administrators Facilitators / Deans of Inst. Teachers</p>	<p>Formative Curriculum Specialist required sign in sheets, Online Professional Development System, Program evaluation.</p> <p>Summative Final Exams, TELPAS, STAAR results</p>			
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<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>17) In order to meet the State requirement of 40% or more hands on Science Lab activities, Students will participate in at least 3 classes utilizing the lab per week.</p> <p>Utilizing the following materials</p> <p>Cookies for moon phases,  Chocolate physical chemical changes  chemical sodium polycrylate, hydrogen peroxide, potassium iodides solutions.  marshmallows-physical chemical changes  Paint white, red, blue, yellow, orange for galaxies  Fetal Pig dissection, anatomy, living things  Ziplock bags physical and chemical changes  borax physical and chemical changes  gloves dissections  glue sticks interactive journal</p> <p>Population:</p> <p>6th-8th grade  Students  -ESL  -Migrant,  -Special Ed.  - LEP  -Title 1  -GT  -DYS  -Pre-AP</p> <p>Timeline:Current School Year</p> <p>CNA Page # 12</p>	<p>1</p>	<p>Science Teachers</p>	<p>F: Students will be monitored by their Science teachers and will receive a grade based on test mastery.</p> <p>S: STAAR Exam</p>			
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<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>18) Librarian and Library Aide</p> <p>Librarian and library aide will promote literacy and campus initiatives by:</p> <ul style="list-style-type: none"> <li>-Preparing class presentations</li> <li>-Coordinating book fairs</li> <li>-Sponsoring campus-wide Book Club</li> <li>-Purchasing high interest reading material (Online or Physical books, magazines, newspapers, periodicals, etc.)</li> <li>-Coordinating Master Minds</li> <li>-Coordinating Makers Space</li> </ul> <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> <li>-T1</li> <li>-SE</li> <li>-DYS</li> <li>-GT</li> <li>-LEP</li> <li>-MIG</li> <li>-AR</li> </ul> <p>Timeline: Current School Year</p> <p>CNA Page # 11</p>		Principal Librarian Library Aide Dean of Instruction	Formative: Walkthroughs  Summative: Professional Evaluation			
<p>Funding Sources: 211 Title I-A - \$27,786.00</p>						



<p>19) Dyslexia</p> <p>Dyslexia teacher and Aide will support identified students in order to increase student achievement. Activities will include:</p> <ul style="list-style-type: none"> <li>-Students in the inclusion setting</li> <li>-Small group intensive instruction</li> <li>-SSI planning and preparation</li> </ul> <p>Population: 6th-8th grade Students</p> <ul style="list-style-type: none"> <li>-ESL</li> <li>-Migrant,</li> <li>-Special Ed.</li> <li>- LEP</li> <li>-Title 1</li> <li>-GT</li> <li>-DYS</li> <li>-Pre-AP</li> </ul> <p>Timeline: Current School Year</p> <p>CNA Page #</p>	3	Principal Dyslexia Teacher and Aide Dyslexia Specialist	F: Student report card grades, Parent phone Log, Student STAAR scores  S: STAAR Scores				
Funding Sources: 211 Title I-A - \$15,179.00							
<p>20) Focus School Activity:</p> <p>A walkthrough schedule will be developed which will ensure careful monitoring of rigorous lessons and a Weekly review of walkthroughs will be conducted by administrative staff to ensure consistency of expectations.</p> <p>Timeline: August to Current School year</p>		Principal Assistant Principals Dean of Instruction	Formative: STAAR passing rate for teacher  Summative : Eduphoria analysis Students progress reports report card grades, and benchmark exams.				

<p>21) Special Education</p> <p>Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on SP. Ed. Topics: Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2, etc. Special Education teachers will have the opportunities to attend Regular Education Staff development.</p>		<p>Administration Special Education Personnel</p>				
<p>22) Sub-population Special Education</p> <p>Students with Special Education services will receive accommodations and supports through various research-based strategies. Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on SP. Ed. Topics: Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2, etc. Special Education teachers will have the opportunities to attend Regular Education Staff development.</p> <p>Strategies and resources utilized to effectively instruct and assess students with Special Education services will include:</p> <ul style="list-style-type: none"> <li>-Direct Inclusion is being offered in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher.</li> <li>-Regular and Special Education teachers will collaborate every three weeks to discuss SE students' progress-Coordination Day.</li> <li>- SE Departments Action Plan to improve STAAR scores:</li> </ul> <p>SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies</p>	<p>1, 2, 3, 4, 8</p>	<p>Principal Assistant Principals Dean of Instruction Special Education Personnel General Education Teachers</p>				

<p>that SE students need to know for the STAAR assessment. This will be provided in March 2018.</p> <ul style="list-style-type: none"> <li>-To improve STAAR scores in Reading and Math STAAR and STAAR A, Special Education students who did not meet the standard will be attending (10 days a six weeks period) the Air Force Academy. They will be pulled from their elective/or non-testing area, in order to receive intensive instruction by their Special Education teachers. Parental permission is required.</li> <li>-Inclusion services</li> <li>-CTED Classes at Oliveira Middle School</li> <li>-Swimming CBI trips</li> <li>-Supplemental aids for Math, Science, English, Reading and Social Studies</li> <li>-Online tools and accommodations</li> </ul> <p>Population: (6th, 7th, 8th)</p> <p>Timeline: August to Current School Year</p>						
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>23) 8th grade students enrolled in AP courses are highly recommended to take the AP exam, in order to promote college readiness in students. Population students enrolled in an AP course</p>	3	<p>Administration, Dean of Instruction, Teachers, Department Chair, AP Teacher, District Specialist</p>	<p>Formative progress throughout the AP course Summative AP score through college board.</p>			
<p>Funding Sources: 211 Title I-A - \$200.00</p>						

<p><b>Critical Success Factors</b> CSF 3</p> <p>24) Extra Curricular Activities Besteiro will provide opportunities for all students to participate in curricular and extracurricular activities to develop language and improve Reading proficiency: Develop language usage and improve proficiency in reading through a variety of extracurricular activities: Team Speak \Newsletter' Magazines\ Spelling BEE Book Club' Library Books \AR\Science Fair\ History Fair\Brainsville\MasterMinds\Pets Cornes \H.S. Math Meet \One-Act Play\Fine Arts competition'Board School Recognition Representation Student Council\ NJHS Population All Besteiro Students 6th, 7th and 8th TI Si DYS GT LEP MIG AR Timeline current school year</p>	1	Principal School Administrators \Dean of Instruction \Content Area Teachers, Dyslexia Teacher \Special Ed Teacher/ Librarians \Curriculum and Inst. Lead Teachers	Formative Student participation record, student recognitions published essays - Brownsville Herald-Do the Write Thing Essays\ Summative -Benchmark results STAAR Scores-Increase in Academic Recognition.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						







**Goal 2: The students At Besteiro Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**





**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

**Evaluation Data Source(s) 1:** Increase student participation in Fine Arts programs by 10%.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Professional Development</p> <p>Band Instructors will be provided opportunities to attend the Texas Music Educators Association Convention (TMEA), and Texas Bandmasters Association, (TBA), which are a source of continuing staff development for music educators.</p> <p>Timeline: Current School Year</p>		Band Directors, Principal	<p>Formative: Professional leave, TMEA Badge, CPE credit.</p> <p>Summative: Records of professional development, sign in sheets, concert/recital programs.</p>				

<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Fine Arts/Athletics/Extracurricular</p> <p>Students will learn and be supported by:</p> <ul style="list-style-type: none"> <li>-sight-reading through flash cards and new sight-reading music.</li> <li>-key signatures,</li> <li>-solfege with other various music terms via music posters</li> <li>-music for instruction</li> <li>-guest clinicians and band directors in preparation for UIL contest.</li> </ul> <p>Timeline: August to Current School Year</p>		Admin, Director	F Lesson Plans S Requisition, Class Observation, and Student Performance			
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Students will have recruiting concerts done at elementary schools throughout the year.</p> <p>Timeline: Current School Year</p>		Admin, Director	F Lesson Plans S Requisition, Class Observation, and Student Performance			
<p>4) Purchasing</p> <p>The Band department will:</p> <ul style="list-style-type: none"> <li>-purchase medals/trophies for Awards Night at All Valley, region sponsored contests, and performances.</li> <li>-purchase supplies for day-to-day performance and maintenance of all instruments and music equipment.</li> <li>-Purchase of uniform accessories (capes, jackets, t-shirts) for our band members, ensure uniformity when competitions take place.</li> </ul>	1	School Administration Director of Fine Arts Campus Director (fine arts)				

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Purchasing</p> <p>School will require the purchase of medals/trophies for Awards Night , perfect attendance, A honor roll, A/B honor roll and periodic incentives to students who participate in curricular, and extra curricular activities.</p>	1	Teachers, Counselors and School Administrators	Formative six weeks awards, perfect attendance winners, tutorial attendance Summative en or the year award ceremonies, STAAR			
Funding Sources: 211 Title I-A - \$3,000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) AP Spanish Test</p> <p>Students enrolled into the Spanish AP class will challenge the AP Spanish Test at the end of the course in order to attain a satisfactory score will also attend AP tutorials during Saturdays.</p> <p>AP classes will enable students to have a High School credit and college credit.</p> <p>CNA page 9</p>	1, 2, 3, 4, 5	AP teacher, Counselor and Administration	Formative-students will be monitored at a high order thinking level in order to demonstrate necessary skills to attain the score to receive college and high school credit. Summative attain the score for AP test.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 2:** The students At Besteiro Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.







**Performance Objective 2:** Academic and co- and extra-curricular ....

**Evaluation Data Source(s) 2:** Student performance at district, state, and/or national competitions....

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June





<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>1) Extra Curricular Activities</p> <p>Besteiro will provide opportunities for all students to participate in curricular and extracurricular activities to develop language and improve Reading proficiency: Develop language usage and improve proficiency in reading through a variety of extracurricular activities:</p> <ul style="list-style-type: none"> <li>-Teen Speak</li> <li>-Newspapers</li> <li>-Magazines</li> <li>-Spelling Bee</li> <li>-Book Club</li> <li>-Library Books</li> <li>-Science Fair</li> <li>-History Fair</li> <li>-Brainsville</li> <li>-Master Minds</li> <li>-Poets Corner</li> <li>-H.S. Math Meet</li> <li>-One-Act Play</li> <li>-Fine Arts competition</li> <li>-Board School Recognition Representation</li> </ul> <p>Population: All Students (6th, 7th, 8th) Students</p> <ul style="list-style-type: none"> <li>-T1</li> <li>-SE</li> <li>-DYS</li> <li>-GT</li> <li>-LEP</li> <li>-MIG</li> <li>-AR</li> </ul> <p>Timeline: Current School Year CNA Page #</p>	1	Principal Dean of Instruction C & I ELA Specialist Dyslexia Teacher Content Area Teachers Special Education Teachers Librarian	<p>Formative: Student participation records Student recognitions Published Essays: Bro. Herald Do the Write Thing Essays</p> <p>Summative: Benchmark results STAAR Scores - increase % of Academic Recognition TELPAS</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						



**Goal 3: Through an enhanced dropout program, Besteiro Middle School students will transition to high school to ensure graduation.**





**Performance Objective 1:** Besteiro Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5% and reduce the Middle School Dropout Rate to less than 1%.







**Evaluation Data Source(s) 1:** STAAR at-risk student attendance rate, retention rate, and dropout rate.









**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Tutorials</p> <p>Besteiro Middle School will implement tutorials and remediation strategies in core-area subjects for low-performing students by the 4th week of school in order to decrease the retention rate and improve student achievement.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August to Current School Year (4 Days per Week)</p>	1, 3	Principal, Dean of Instruction Area Assistant Superintendent Administrator for State Compensatory Education	F: eSchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports S: STAAR				
Funding Sources: 162 State Compensatory - \$22,029.00, 211 Title I-A - \$1,200.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Professional Development</p> <p>Staff Development activities will target the identification of students who are at-risk of dropping out.</p> <p>-Teachers will acquire effective intervention and prevention instructional identification and immediate enrollment homeless children and unaccompanied youth via the McKinney-Vento Act.</p> <p>-Besteiro Middle School Teachers will be Trained on Sheltered Instruction Strategies</p> <p>*ESL teachers *Reading teachers *Science teachers *Social Studies teachers *CTE Teachers *Migrant teachers</p> <p>The training will enhance the ability to understand and use curriculum, assessment and effective instructional strategies for ELL students, planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for English Language Learners (ELL) students in improving English Proficiency. Besteiro teachers will receive this and the EX-CELL training within the year. strategies.</p> <p>Timeline: August to Current School Year</p>	<p>3, 4</p>	<p>Professional Development Administrator</p> <p>Principal Dean of Instruction</p>	<p>F: Student Progress report grades, ERO session evaluation report, lesson plans, classroom observations, Benchmark scores</p> <p>S: STAAR</p>			
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<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>3) Dropout Prevention</p> <p>-Increase coordination between the campus ESL clerk, migrant clerk, Representative and home visitor to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>-Conduct home visits and monitor withdrawal leaver codes to recover non-returning students. Parent liaison will work closely with the data entry to identify students who are NO SHOWS and determine where they are enrolled or if they are dropouts. The parent liaison will assist in ensuring that these students are enrolled in a school.</p> <p>-Monitor the number of students who are classified as dropouts on a systemic cycle throughout the school year. This cycle will provide information needed to recover students and decrease the dropout rate. The data entry accounts for all students at the beginning of the year to ensure that they have the correct leaver code.</p> <p>Population: At Risk students, students in danger of dropping out, TI, MI, andLEP</p> <p>Timeline: August to Current School Year</p>	<p>2, 6</p>	<p>Campus Administration Campus Staff High School Registrars Records Clerks CIS Staff</p>	<p>F: eSchoolplus generated student roster with ESL, ELL, and Migrant indicators</p> <p>S: Dropout Rate, Attendance Rate</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Computer software/supplies that fit campus specific needs will be provided to at-risk students to improve overall student performance and assist with credit recovery programs.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Current School Year</p>		<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>F: lesson plans, classroom observations, student progress reports, software usage reports, benchmark scores</p> <p>S: STAAR, Dropout Rate</p>			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) The Dean of Instruction will conduct regular research-based professional development session in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Population: AR, TI, MI, LEP Timeline: Current School Year</p>	<p>Principal Dean SCE Department C &amp; I Department</p>	<p>F-ERO Session Evaluation Report, ERO Session Attendance report, Benchmark Scores, Lesson Plans, Classroom observations. S-STAAR</p>			
<p>Funding Sources: 162 State Compensatory - \$55,562.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) LPAC</p> <p>-The Language Proficiency and Assessment Committee (LPAC) will analyze data for ELL students and determine levels of proficiency and support in order to close the gap.</p> <p>-Staff Development Substitutes for the LPAC will be provided. LPAC administrator and teachers will attend Professional development to help address the needs of ELL students. Population: LEP Timeline: Current School Year</p>	<p>Principal</p>	<p>F-LPAC Documentation S- STAAR</p>			
<p>Funding Sources: 263 Title III-A Bilingual - \$1,000.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) The At risk counselor will counsel and assist at risk students through monitoring and coordinate intervention programs for at-risk students that will meet their instructional needs.</p> <p>Population: AR, TI, MI, LEP Timeline: Current School Year</p>	<p>Principal Dean of Instruction Administrator for State Compensatory</p>	<p>F: eschool plus at-risk student progress report, student progress reports, eschool plus dropout monitor report S: STAAR, Dropout rate, Attendance Rate</p>			
<p>Funding Sources: 162 State Compensatory - \$61,800.00</p>					

<p>8) A school nurse is needed at Besteiro Middle School to ensure students are healthy, vaccinated, educated on health issues and able to learn.</p> <p>Population: at risk students, All Students</p> <p>Timeline: Current School Year</p> <p>CNA Pg. 12</p>		<p>School Principal Administration</p>	<p>F: Monthly Health reports</p> <p>S: Monthly Health Reports</p>			
<p>9) Special Education students will be taking a Career and Technology class in 6th through 8th grade. A CATE representative will be invited to ARD meetings to discuss the vocational class or parent will sign excusal form. This class is only for 1 semester.</p> <p>8th- Exploring Careers/Career Exploration</p>	<p>3</p>	<p>Administration Special Education, CTE and General Education Personnel Counselors</p>	<p>Passing grades</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						



**Goal 4: Besteiro Middle School, by improving attendance, students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Increase the student attendance rates for all district schools 97.5% for elementary schools, 97% for middle schools, and 96% for high schools.









**Evaluation Data Source(s) 1:** Besteiro M.S. attendance rates will meet those of the District and State.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p>1) Improve Attendance</p> <p>-Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan.</p> <p>-Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>-Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Title A funds - Student Recognition Certificates</p> <p>-Attendance Clerk will contact will be made with Parents of students with excessive unexcused absences.</p> <p>-Attendance clerk will post Weekly Percentage by Teams by Front Office.</p> <p>-Attendance Clerk will Generate &amp; maintain weekly attendance problem report and forward to Parent Liaison to do home visits and/or work on Truancy documentation.</p> <p>-Attendance Clerk will enter Daily absence information involving Nurse, ISS, Counselor, and/or Administration. Timeline August to Current School Year</p>	6	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Data Entry Clerk	<p>F: Student Progress reports</p> <p>S:End of year PIEMS attendance rate and student report cards</p>			
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<p>2) Attendance Recognition</p> <p>Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Title A funds - Student Recognition Certificates</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August to Current School Year</p> <p>CNA pg. 7</p>	6	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Data Entry Clerk	F: Student Progress reports S: Student report cards			
Funding Sources: 211 Title I-A - \$1,200.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) 5) At-Risk Counselor(s) will work with students in addressing attendance, grades, and participation. The Counselor also helps students acquire skills in the social, personal, educational and career area that are necessary for the growth of the student. Review 360, report cards, and classroom visits will be reviewed and the data will be used to assist at-risk students in making academic progress. -General Supplies</p> <p>Timeline: August to Current School Year</p>		Principal, Asst. Principals, Dean, Counselors, Data Entry Clerk, Attendance Liaisons	Progress Reports, Report Cards, Review 360 reports			
Funding Sources: 162 State Compensatory - \$1,325.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						





**Goal 5: Besteiro Middle School will be provided a safe and disciplined environment conducive to student learning.**





**Performance Objective 1:** Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.









**Evaluation Data Source(s) 1:** Decrease discipline referrals by 15%.







**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) Administrator and Teacher Training</p> <p>Provide training for administrators and new teachers: (a) To effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Timeline: Current School Year</p>	1, 4	Principals Assistant Principals Counselors Professional Development	<p>F: Agenda Sign-in sheets</p> <p>S: Compilation of Agendas and Signing sheets</p>	 100%	 100%		

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Professional Development: Interventions</p> <p>Provide training based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>a.) Bullying Prevention</li> <li>b.) Violence/conflict resolution</li> <li>c.) Recent drug use trends</li> <li>d.) Resiliency/Developmental Assets</li> <li>e.) Signs of Child Abuse</li> <li>f.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</li> </ul> <p>Timeline: August to Current School Year</p>	1	Administrators, Principals, Assistant Principals, Counselors, Professional Development, Behavioral Specialists RtI Specialist Dean of Instruction	F: Attendance Roster,  S: Professional Development Evaluation, PEIMS Discipline Reports			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Emergency Operations Plan</p> <p>Campuses will develop and maintain an Emergency Operations Plan. It must...</p> <ul style="list-style-type: none"> <li>-be multi-hazard in nature.</li> <li>-be reviewed and updated annually by the campus safety and security committee</li> <li>-use and practice the following drills accordingly: <ol style="list-style-type: none"> <li>1. Lock down drills (3 times per year),</li> <li>2. Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</li> </ol> </li> <li>-include language to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</li> </ul> <p>Timeline: August - Current School Year</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	F: After Action Reviews, Sign-In Sheets  S: Evaluations, Audits			

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Timeline: August - Current School Year</p>		<p>Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.</p>	<p>F: Evaluations, Sign In sheets S: Compilation of Sign In sheets</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Dating Violence Policy</p> <p>Maintain a written safety plan developed by the campus safety committee Meet annually with parents for awareness education Provide training for administrators, counselors and teachers Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders</p> <p>Timeline: August - Current School Year</p>		<p>Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.</p>	<p>F: Evaluations, Sign-In Sheets S: Compilation of Signing sheets</p>			

<p>6) School Nurse</p> <p>A school nurse will be available to insure student safety by providing access to nursing services and nursing referral care.</p> <p>All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August - Current School Year</p> <p>CNA Pg 12</p>	1	Principal School Nurse	<p>F: Beginning of year student health screen</p> <p>S: End of Year student health screening</p>			
<p>Funding Sources: 211 Title I-A - \$1,000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Besteiro will implement a school wide positive behavior program. Students will earn incentives for "good/positive" behavior. Includes all 6th, 7th and 8th grade students: Ti, SE, Dys, GT, LEP, Mig,</p> <p>Timeline: August - Current School Year</p>	1, 2, 9	Administration, Teachers, Counselors Staff Special Education Staff	<p>Decrease of Review 360 reports</p> <p>Report Cards-increase in academic progress</p>			
<p>Funding Sources: 162 State Compensatory - \$1,200.00</p>						
<p>8) Incentives for Special Education Students</p> <p>Funds will be made available for SE teachers to buy incentives for Special Education students that are on BIPs (Behavioral Intervention Plan) and in the Life Skills Unit.</p> <p>Timeline: August - Current School Year</p>	9	Administration Special Education Personnel	<p>Point sheets</p> <p>Grades</p> <p>Teacher Observations</p>			
<p>Funding Sources: 166 State Special Ed. - \$562.00</p>						
<p>9) A CPI (Crisis Prevention Intervention) Team will be set up in order to assist any SE teacher with SE students in the general education setting in case there is a situation.</p> <p>Timeline: Current School Year</p>		Administration Security Special Education Personnel				



<p>10) Recommendation from Special Services: Review campus wide positive behavior supports. Ensure that student's BIP's are implemented as determined by ARD committee. Consideration may be given to provide additional training on classroom management and behavior strategies to teachers and other campus staff.</p> <p>Timeline: Current School Year</p>		<p>Administration Special Education Personnel General Education Personnel</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





**Goal 6: Besteiro Middle School Faculty and Staff, in collaboration with District Staff, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.









**Evaluation Data Source(s) 1:** There will be a 10% increase of parents involved in campus parental involvement activities during the current school year.









**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: Parents , students, Staff Timeline: August to Current School Year</p>	6	Administration Parent Liaison	<p>Formative: Campus Parental Involvement Policy on the Website, SPS Compact</p> <p>Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate .</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Weekly parent opportunities to educate and provide parent conferences through parent meetings and ARDs with regular and special education teachers. parents on the following; daily standard and emergency operation procedures, local literacy programs, Campus activities, TAPR, school ratings, Student Code of Conduct Student-Parent-School Compact Parental Involvement policy Volunteer Guidelines and Opportunities, nutrition, physical activity, child social skills, and parents understanding school and child behaviors</p> <p>Nutritional refreshments will be provided to increase parent participation.</p> <p>Population: Parents</p> <p>Timeline: August to Current School Year</p> <p>CNA Pg 15</p>		Principal Parent Liaison All Teachers	Formative: Agendas /Sign-in sheets/Minutes Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Teacher contact log Attendance rate .			
Funding Sources: 211 Title I-A - \$1,100.00						
<p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan SBDM Representative involvement</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>	6	Principal Parent Liaison SBDM Committee	Formative: Calendar Agendas /Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative Lists Summative: Composite of meeting minutes Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate			



<p>4) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents and Community</p> <p>Timeline: Current School Year</p>	6	Principal Parent Liaison CIS Staff	<p>Formative: Agendas Sign-in Sheets MOUs</p> <p>Summative: Increase partnerships Parental involvement compliance checklist STAAR/ EOC Results Discipline referrals Attendance rate .</p>			
<p>5) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent school partnership</p> <p>Population: Staff</p> <p>Timeline: Current School Year</p>	4, 6	Administration Parent Liaison	<p>Formative: Agendas Sign-in Sheets MOUs</p> <p>Summative: Increase partnerships Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate</p>			
<p>6) Parents will be invited to participate in classroom activities through the School Year given that parents are approved after filling out BISD Volunteer Forms they are allowed to participate.</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>	6	Administration Parent Liaison	<p>Formative: Volunteer sign in log, calendar of activities</p> <p>Summative: Authority to volunteer form, Title I A Parental Involvement Compliance Checklist STAAR Results Discipline referrals Attendance rate .</p>			
<p>7) Funds will be allocated for a parent liaison and payment for mileage incurred for parental involvement activities and monitoring student attendance, and conducting home visits.</p> <p>Population: Parents and Students</p> <p>Timeline: Current School Year</p> <p>CNA Pg. 15</p>		Parent Liaison CIS Staff Parents and administration	<p>Formative: Parent Contact Logs/Mileage log</p> <p>Summative: Compile parent contact log information/Cash Payments</p> <p>Title I A Parental Involvement Compliance Checklist</p> <p>STAAR Results</p> <p>Discipline referrals</p> <p>A monthly contact log and Composite report will be turned in. Also a mileage log will be kept to ensure Title I A Parental Involvement Compliance.</p>			
Funding Sources: 211 Title I-A - \$22,849.00						

<p>8) In order to increase the communication between home and school the following methods of communication will be utilized: Campus website, School messenger, parent night, marquee, teacher phone calls.</p> <p>Population: Parents</p> <p>Timeline: Current School Year</p>		<p>Administration Staff Parent Liaison</p>	<p>Formative: ARD notices and invitations Summative: Minutes Phone logs school messenger reports STAAR Results Discipline referrals Attendance rate .</p>			
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) In order to ensure campus security all visitors who enter Besteiro Middle School shall be issued a visitors pass after a thorough background check run through the RAPTOR security software program.</p> <p>Population: Parents and all visitors</p> <p>Timeline: 2017-2018</p> <p>CNA Pg. 14</p>	<p>2</p>	<p>Administration</p>	<p>Formative: Volunteer clearance through Main Office/HR Summative: Volunteer clearance through Main Office/HR Besteiro Visitor sign in log, RAPTOR</p>			<p>Funding Sources: 211 Title I-A - \$495.00</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





**Goal 7: Besteiro Middle School migrant students will be challenged and encouraged to meet state content standards and assessments necessary for high school transition to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**





**Performance Objective 1:** 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).





**Evaluation Data Source(s) 1:** 100% of migrant students will have access to instructional supplies and the computer lab and its instructional materials.







**Summative Evaluation 1:**





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) NGS System</p> <p>The campus migrant clerk at Besteiro Middle School will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base and have the opportunity to attend local regional, and state Migrant Conferences.</p> <p>In order to secure academic information from the NGS data base, migrant students, parents, and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.</p> <p>Population: NGS Data Clerks Migrant Campus Clerks</p> <p>Timeline: Current School Year</p> <p>CNA Page: 11</p>		<p>Migrant Campus Clerk MSC School Administrator</p>	<p>Formative: NGS Annual Training Student Data Summative: NGS Certificates STAAR Completed NGS Student Transfer Document</p>			
<p>2) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner.</p> <p>Population:</p> <p>Timeline: Current School Year</p> <p>CNA Page: 6</p>		<p>grant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data C</p>	<p>PBMAS Report Correctly coded migrants on NGS</p>			





<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Supplemental Support</p> <p>PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS students will receive school supplies, project supplies, flash drives, and calculators.</p> <p>Population: PFS Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>F: Student supply check-in lists</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Fewer PFS students are identified due to increased performance</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$100.00</p>					
<p>4) Resources</p> <p>All migrant students will receive grade appropriate school supplies, resources, clothing, shoes, and hygiene kits on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS/All Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>F: Student supply check-in list</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>On-time promotion and on-time graduation</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$1,405.00</p>					

<p>5) Tutorials</p> <p>In order to increase awareness of Migrant student needs and secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>-Provide migrant after-school tutorial sessions for students.</p> <p>-Migrant tutorials will focus on STAAR objectives and ensure progress in critical TEKS.</p> <p>Transportation to encourage all students in need of tutorial will be provided.</p> <p>-Migrant students 6th-8th STAAR results will be reviewed to secure accurate placement into the current state assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: All Teachers Migrant Staff Migrant Students</p> <p>Timeline: August to Current School Year</p> <p>CNA Page: 9</p>		<p>Sp. Programs Administrator Campus Principals</p> <p>Teachers</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades STAAR Results</p> <p>Increased academic performance PBMAS</p>			
<p>6) Leadership Conference</p> <p>A leadership conference for Besteiro Middle School migrant students will be held to provide the participants experiences to improve leadership, learning, study skills, and share pertinent information for a successful academic experience.</p> <p>Population: Migrant Staff Migrant Students Migrant parents</p> <p>Timeline: August to Current School Year</p> <p>CNA Page: 9</p>		<p>Migrant teacher School administration Migrant Parent Liaison Migrant campus clerks</p>	<p>increased academic and test performance</p>			<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>

<p>7) Besteiro Middle School migrant students will have an equal opportunity to attend the Brownsville ISD summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant Students</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>Campus Administration Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Increased promotion rate and test performance PBMAS</p>			
<p>8) The migrant clerk will provide services for Migrant Students</p> <p>-provide supplemental support to the PFS and migrant students only in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309</p> <p>-will ensure that the migrant students are actively engaged in morning and after school tutorials, receive needed homework assistance, and socialize with other migrant students throughout the current school year.</p> <p>Population: Campus Migrant Clerk</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>Principal Migrant Teacher 1 FTE Migrant Clerk- 1 FTE-\$20571.36 TIC- MSC</p>	<p>F: Student Sign In Sheets Classroom observations Walkthroughs Lesson Plans</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Decrease in the number of PFS students Increased passing rates Increased performance on assessments</p>			<p>Funding Sources: 212 Title I-C (Migrant) - \$21,374.00</p>
<p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to the migrant program.</p> <p>Population: Migrant Staff</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC</p>	<p>F: Survey</p> <p>S: Higher % of Commended on STAAR; School Benchmarks and Six Weeks Grades</p> <p>Increase on- time graduation</p>			

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) The migrant clerk will assist with the annual ID &amp;R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: Migrant clerk</p> <p>Timeline: Current School Year</p>		<p>Migrant Campus Clerk</p>	<p>Formative: NGS Residency Verification Reports NGS Mass Enrollment Report Student Plus Report</p> <p>Summative: Parent Signature on current COE</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data-Base. NGS required activities shall be input into NGS binder in a timely manner.</p> <p>Population: Migrant Clerk</p> <p>Timeline: Current School Year</p> <p>CNA Page: 9</p>		<p>Migrant Campus Clerk</p>	<p>Formative: NGS and eSchool Reports</p> <p>Summative: PBMAS ICR Reports</p>			



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>12) Migrant Meetings</p> <p>The Besteiro Middle School Migrant Clerk will be conducting meetings one (1) time each semester to foster parental involvement and provide migrant parents with important information on campus migrant program opportunities and how to better support their children academically.</p> <p>Parent sharing sessions will be highlighted during the meetings. Parents will be taught how to utilize the educational information provided to best support their child at home and school. Light refreshments will be served.</p> <p>Population: Migrant Parents</p> <p>Timeline: Once a semester</p> <p>CNA Page: 9 &amp; 15</p>	Migrant Campus Clerk	<p>Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations</p>	100%	100%	
Funding Sources: 212 Title I-C (Migrant) - \$50.00					
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>					

**Goal 8: Besteiro Middle School's vision for technology is to have all faculty and staff involved in the teaching and learning process, seamlessly integrate technology to make informed decisions, and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**



**Performance Objective 1:** Objective(s): All schools will be at Advanced Tech level in all four key areas of the Star Chart:

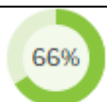
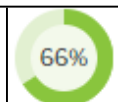


- 1. Teaching and Learning
- 2. Educator Preparation and Development
- 3. Leadership, Administration and Instructional Support
- 4. Infrastructure for Technology




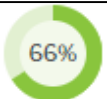
**Evaluation Data Source(s) 1:** Besteiro Middle School will meet or exceed the needs set by the STAAR chart in 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

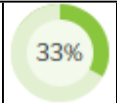
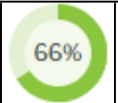




**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Technology in the Classroom</p> <p>Students will utilize technology in classroom instruction to:</p> <ul style="list-style-type: none"> <li>-promote critical thinking skills, -</li> <li>have greater Teacher/Student interaction while fostering creativity and innovation, communication, collaboration, information fluency and digital citizenship in all content areas:</li> <li>-Computer Labs/COWS</li> <li>-IPADS</li> <li>-Mobiview</li> <li>-Educational software</li> <li>-E-books</li> <li>-Goggle Apps</li> <li>-Microsoft Office/Power Point/Word</li> <li>-Audio Hardware (e.g. Red Cats)</li> <li>-increase Reading and Math achievement results through the use of computer labs/COWS with research-based educational software</li> </ul> <p>Population: All Students (6th,7th,8th) Students</p> <ul style="list-style-type: none"> <li>-T1</li> <li>-SE</li> <li>-DYS</li> <li>-GT</li> <li>-LEP</li> <li>-MIG</li> <li>-AR</li> </ul> <p>Timeline: August - Current School Year CNA Pg. 16</p>	<p align="center">1</p>	<p>Principal Assistant Principals Dean of Instruction TST Teachers Librarian</p>	<p>Formative: Student portfolios Student progress reports History Fair/Science Fair Projects Brainsville Projects</p> <p>Summative: Student Report Cards Student Presentations STAAR Scores</p>			
<p>Funding Sources: 162 State Compensatory - \$14,450.00</p>						

<p>2) Career Opportunities and Engagement</p> <p>Students will gain an understanding of career opportunities available in the technology field through research and guest speakers from the industry. In addition, they will be actively engaged in learning work ethics, job expectations, multicultural considerations and communication skills in the workplace. In order for students to facilitate access to internet based career exploration, and future job placement opportunities in combination with preparing students for the TSI assessment through the APEX learning system, students will require computers.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: Current School Year</p>	1	School principal School Administration Teachers TST	<p>F: Students progress reports</p> <p>S: Student report card grades, STAAR scores</p>				
<p>Funding Sources: 164 State Career and Technical Education - \$2,810.00</p>							
<p>3) Students will use up-to-date technology, educational instruments, software, and format as well as print business documents for their Business Portfolio</p> <p>Timeline: August - Current School Year</p>	1	School principal School Administration Teachers TST	<p>F: Students progress reports</p> <p>S: Student report card grades, STAAR scores</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Have appropriate technologies in classrooms: Laptops and adapters, projectors, printers, scanners, video (document) cameras, desktop splitters, Surge protectors, IPAD cords, VGA cords, Ink cartridges/, Audio cords, A&amp;B Cord for smart board (12ft) and tech tools for computer maintenance. In addition, campus will have toner for purposes of running data and informing decision making</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August - Current School Year CNA Pg 16</p>	1	School principal School Administration Teachers TST	F: Students progress reports  S: Student report card grades, STAAR scores				
	Funding Sources: 162 State Compensatory - \$0.00						
<p>5) Technology Supplies</p> <p>-faculty and staff will be provided with paper and ink cartridges throughout the school year Grade level lead teachers will be given a laptop in order for them to facilitate mobility and maximize resources. Timeline: August - Current School Year</p>	1, 2	Administration TST	Reports Data Management Misc. campus operating procedures and demands from central office				
	Funding Sources: 211 Title I-A - \$6,000.00						

<p><b>Critical Success Factors</b> CSF 7</p> <p>6) In order to ensure all Besteiro Students are exposed to the most current technology trends, professional development which includes training in technology will be necessary.</p> <p>Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR</p> <p>Timeline: August - Current School Year 2017-2018 CNA Pg. 10</p>	4	Administration	F: Student Progress reports S: Student report card grades and STAAR Scores			
<p>Funding Sources: 164 State Career and Technical Education - \$1,245.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 9: Besteiro Middle School will ensure availability of appropriate energy efficient facilities for a safe learning environment for all students**

**Performance Objective 1:** Besteiro will implement saving energy plans; that will provide a healthy and positive learning environment by scheduling upgrade of instructional facilities annually over the next 5 years.

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, five year renovation plan

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Besteiro will promote energy saving activities on campus to support district's energy saving plan. Population: Campus Facilities Timeline January 2018-June 2018	2	Campus Administrators Maintenance Staff	Energy saving District implemented plan to its fullest will result in decreased energy use in comparison to previous years.  Formative Monthly comparison of energy consumption  Summative Annual comparison of energy use				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Goal 10: Besteiro Middle School will monitor and ensure the effective use of all available funds in order to better implement a balanced budget.**

**Performance Objective 1:** Besteiro will monitor and ensure the effective use of all available budgeted funds to meet all student's needs.

**Evaluation Data Source(s) 1:** Internal, external audit reports and Fiscal reports for campus

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Besteiro will support the use of all available budgeted funds based on the needs assessment.  Population: All stakeholders  Timeline January 2018-June 2018	1, 10	Campus Administration DEIC / SBDM Committees	Budget reports will indicate all funds were encumbered based on priority needs.  Formative: monthly expenditures reports  Summative end of the year budget reports				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



**Goal 10:** Besteiro Middle School will monitor and ensure the effective use of all available funds in order to better implement a balanced budget.

**Performance Objective 2:** Besteiro will implement an incentive and recognition plan for teachers and staff that will increase the percentage of staff that agree on the 2018 CNA that they are supported and valued at the campus.

**Evaluation Data Source(s) 2:** 2017 and 2018 staff campus needs assessment survey

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Besteiro will ensure a positive school climate in which teachers will be acknowledged and recognized for their work. Tokens of appreciation like breakfast, sweat bread and coffee, also but not limited to trophies, plaques, certificates, diplomas, pins, will be given out through out the semester.</p>	1, 5	Campus Administration HR District Administration.	Positive working environment, Professional Learning Communities will recognize teacher through out the semester.				
Funding Sources: 199 Local funds - \$1,800.00, 211 Title I-A - \$3,000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 11: Besteiro Middle School will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/and retention efforts.**

**Performance Objective 1:** Besteiro will provide the BISD Public Information Office with featured articles, student recognitions, co/extra -curricular activities, and parental - community event current information to be displayed, showcased and or released.

**Evaluation Data Source(s) 1:** Media services, Public Information Office, enrollment data.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Besteiro will promote the history and origin of current and local accomplishments of each of the departments through the school website and available media venues. Population SBDM Members Timeline January 2018-June 2018 Need Decreasing enrollment/Board approved goal priority DEIC added 12-6-2017		Campus Administration Staff/Teachers Campus TST	Monthly BISD posts will indicate a new activity Formative schedule activities Summative listing of all the activities that happened throughout the year.				
2) School Departments will be organized in order to provide articles, current and or prior student/parent/staff recognition, co/extra curricular activities and parent/community events. Population BISD Stakeholders Timeline January 2018-June 2018 Need Decreasing enrollment/Board approved goal priority		Campus Administration Departments	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni in major events. Formative information sent to be showcased Summative annual recompilation of articles, events and memoirs of school's showcasing				
3) Besteiro will update website, including showcasing students, faculty and staff, as well as community events that promote the school and District. Population BISD stakeholders Timeline December 2017-June2018 Need Decreasing enrollment Board approved goal priority DEIC added 12-6-17		Campus TST Campus Administration	Campus website will be up to date with all accomplishments posted and showcasing events and activities. Formative Monthly website update Summative annual report				



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Technology Students will increase learning engagement, achievement outcomes, and increase literacy, through the use of technology and STEM activities, in core-areas, labs, enrichment classes, and tutorials including: - Computer Labs/COWS/Tablets - Adaptive Curriculum - Apex Learning - Think Through Math - Compass/Odyssey Learning - Summit Learning - Kuta Software - Raspberry Pi's - Language Arts Fab Lab - PEG Writing - News ELA - Sci-Tex Living with Science - Google Apps -Mindplay -Duolingo -LION -Read Works -Flipgrid -STEMSCOPES -TI calculator Software for Teachers Projector -Calculators Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Timeline: Current School Year CNA Page # 16
1	1	5	Curriculum Planning All content area teachers will vertically align curriculum with local and state assessments and utilize training to prescriptively address student learning needs in all content areas. The following will address curriculum planning: - Weekly Team and Department Meetings -Critical Success Factors Review -Data Analysis - TANGO and AWARE -Scope and Sequence Alignment to STAAR -Rigorous and engaging Instructional Strategies -Differentiation of Instruction -Campus and District Department Chairs monthly trainings/meetings (Focus Activity) -Academic calendars will be implemented to ensure teaching of all TEKS/Standards tested before standards are administered. Population: All Students (6th,7th,8th) Students -T1 -SE -DYS -GT -LEP -MIG -AR Time line: Current School Year CNA Page # 11
1	1	6	Sub-population: ELLs ELL students will receive support through various research- based strategies and transitional language resources to reinforce their learning and increase their English proficiency skills in: -Listening -Speaking -Writing -Reading Instructional staff will be provided with training on ELL strategies for improving instruction to ELL to build teacher understanding of second language learning acquisition so that students are successful in classroom instruction. Math Teachers will relate Math in the English Language by utilizing a continuous Word Wall which include Cognates, Content Vocabulary and the ELPs Chart. All teachers will focus on building academic vocabulary, content language, and content skills for ALL ELL learners Campus/ AYP Initiative . Strategies and resources utilized to effectively instruct and assess ELL students include: - SIOP -ELPS -ELARS -Cognates -Writing Portfolios -Bilingual Dictionaries -Educational Software -SciTex Living with Science -RAPS 360 -LION (headphones necessary) -Rosetta Stone (headphones) -MileStone Textbooks -Bilingual/ESL Middle Academic Literacy Initiatives for ELLs -PEG Writing and Adaptive Curriculum -Summer Literacy Initiative -Summit Learning Population: (6th, 7th, 8th) -LEP Timeline: August to Current School Year CNA Page #
1	1	7	RTI Improve outcomes for all students through RTI Provide high-quality core instruction and behavior supports by highly qualified teachers. Provide whole or small group differentiated instruction. Implement scientifically research-based interventions and monitor progress regularly. Conduct universal screening (Benchmarks, RAP 360, TMSFA Fluency Assessment, STAAR Data, District Mini Marks) analyze data and make student recommendations for RTI. Based on emerging data, identify students in need of Response to Intervention (RTI). Intervention for students in need of Tier II and III will be provided by the classroom teachers both within the regular classroom and in-tutorial classes in order to improve student achievement. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August to Current School Year CNA Page #

Goal	Objective	Strategy	Description
1	1	8	Tutorials Students earning an unsatisfactory progress report in core subjects or needing instructional support will be recommended for after school tutorial sessions; to practice / reinforce and master basic and other required skills in order to bring these students to grade level and greater student success. Bus transportation will be made available for at least 2 days weekly. Algebra Students will be provided with after school tutorial to achieve academic success. Focus Grant will help pay for teachers to implement after school Tutorials. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS - Pre-AP Timeline: Current School Year CNA Page #
1	1	9	Enrichment Provide enrichment class for students struggling with the comprehension process, fluency, basic reading skills and basic math skills, to focus on specific STAAR objectives and ensure progress in critical TEKS. Increase use of software to improve achievement and provide remediation including use of online programs and other engaging resources. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline:Current School Year CNA Page #
1	1	13	SSI Students in need of SSI intensive accelerated instruction will be provided learning opportunities during school and after school tutorials instructed by highly qualified reading and math teachers. Population: 6th-8th grade Students -ESL -Migrant, - Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: August 2015 till June 2016 CNA Page #7
1	1	17	In order to meet the State requirement of 40% or more hands on Science Lab activities, Students will participate in at least 3 classes utilizing the lab per week. Utilizing the following materials Cookies for moon phases, Chocolate physical chemical changes chemical sodium polycrylate, hydrogen peroxide, potassium iodides solutions. marshmallows-physical chemical changes Paint white, red, blue, yellow, orange for galaxies Fetal Pig dissection, anatomy, living things Ziplock bags physical and chemical changes borax physical and chemical changes gloves dissections glue sticks interactive journal Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline:Current School Year CNA Page # 12

# State Compensatory

## Budget for Besteiro Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-048-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,095.00
162-11-6118-00-048-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$0.00
211-11-6118-00-048-Y24-PFG-7	6118 Extra Duty Stipend - Locally Defined	\$13,230.00
162-11-6119-00-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$115,236.00
162-13-6119-31-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,022.00
162-31-6119-31-048-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,327.00
<b>6100 Subtotal:</b>		<b>\$258,910.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-048-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
211-11-6291-00-048-Y24-PFG-7	6291 Consulting Services	\$4,800.00
162-32-6299-00-048-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
<b>6200 Subtotal:</b>		<b>\$30,436.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-048-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$935.00
162-11-6399-00-048-Y-30-0K2-Y	6399 General Supplies	\$10,600.00
<b>6300 Subtotal:</b>		<b>\$11,535.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-048-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$13,515.00
<b>6600 Subtotal:</b>		<b>\$13,515.00</b>

**Personnel for Besteiro Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clarisa Saucedo de Elizondo	Teacher	State Compensatory	1
Ivonne Ceballos	At-Risk Counselor	State Compensatory	1
Lourdes de la Fuente	Dean of Instuction	State Compensatory	1
Maria Guadalupe Cisneros	Teacher	State Compensatory	1

# Title I

## Schoolwide Program Plan

Besteiro Middle School uses its Title 1, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a Comprehensive Needs Assessment (CNA) Pages 6-23 at the end of the previous school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available Local, State, and Federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At RISK, Dyslexia, GT, Title 1, and Special Education in regard to State assessments. The Goal is to increase the advanced level in all content areas and have 90% of all students and all student groups passing all parts of the state mandated assessments. Besteiro middle School will make it a goal to meet all state and Federal accountability goals.

### 2: Schoolwide Reform Strategies

School wide reform strategies and objectives shall be accomplished by utilizing allotted funds to follow through and implement School Wide Reform Strategies (1.1,1.3, 1.6, 1.8, 1.16) that provide opportunities for students to meet the states proficient and advanced levels of academic performance. Besteiro middle School Will use effective, scientifically based strategies which will accomplish the following components: 1) Strengthen the Core academic program at Besteiro Middle school. 2) Increase the amount and quality of learning time, including the funding of an after school tutorial/ enrichment program for students who are At-Risk and/or in need of continuity in their instructional program to be successful in the succeeding school year. 3) Include strategies for meeting the educational needs of historically underserved populations. 4) The plan will include strategies which will address the needs of all children in school, particularly the needs of low achieving students, At-Risk of not meeting the state Academic achievement standards. 5) The school will determine if such needs have been met. and 6) are consistent with and are designed to implement the state and local Improvement plans.

### 3: Instruction by highly qualified professional teachers

Highly Qualified Teachers will carry out the instructional program. (1.1, 1.6, 1.8) Only certified teachers who have met the certification requirements set out by The State of Texas will be hired to teach the subjects/grade levels to which they are assigned. In emergency situations, the school will consider teachers who have alternative certification. In addition to TEA/Texas State approved certification, teachers with experience in the particular subject and grade level will be sought. All teachers will be provided with ongoing training and knowledge.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services



## **personnel, parents, and other staff**

**Besteiro Middle School provides High Quality, Continuous, Professional Development** (1.2, 1.11, 1.13, 1.30) throughout the school year for all staff. Professional development activities will match the needs of the teachers and the requirements of the Local State and federal educational system. Professional development needs will be determined through the staff, student and parent needs assessment surveys, administration classroom observations, and or district identified needs. Professional development locations will vary. Some locations will include the School campus, the regional education service center, district offices, and webinars. The professional development activities for Besteiro middle School will focus on STAAR, TELPAS, TEKS, Rigor, Higher order questioning techniques, District Curriculum framework, parental communication, utilization of resources and an overall focus on academics.

### **5: Strategies to attract highly qualified teachers**

**Strategies to attract high-quality teachers** (1.14) Efforts will be made to find and retain primarily teachers from the surrounding area, region 1, and throughout the state. Graduate school educated teachers will be attracted to work BISD by paying stipends for Masters Degrees. Math, Science, and Social Studies Teachers will be attracted by mentioning stipends that are paid to teachers who work in those particular subject areas. The hiring commit will follow standard procedures for scoring interviews.

### **6: Strategies to increase parental involvement**

Title I, Part A Funds will primarily be used to fund **Strategies which will increase parental involvement ( 6.2, 6.3 )** at the school including the parent workroom and to purchase items needed within the parent volunteer program. Education will be provided to parents by the campus Parent Liaison in addition to the districts Parental involvement center. Parent training regarding how to ensure student success at home and school, for discipline management, parenting, and even greater English Language acquisition, will be provided. At parental involvement meetings, parents will be educated on issues pertaining to school policies, school activities, school report card, student code of conduct, Emergency operation procedures, and student achievements.

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Besteiro Middle School will coordinate with the feeder elementary campuses and ensure that all students are informed on what to expect when transition to middle school occurs. Parent liaisons will coordinate bi-weekly or daily if necessary to distribute information regarding the needs of the middle school to insure students from the elementary campuses arrive to Middle School prepared. (1.28, 1.39)

### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, Precious STAAR course, and Benchmark Test, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.3, 1.5, 1.8)

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**Students experiencing difficulty (1.3, 1.8, 1.9, 1.10, 1.11, 1.17)** in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives **will be provided additional assistance** in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Besteiro Middle School will collaborate with in district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner an RTI Plan will be requested of forwarded for students receiving TIER II and TIER 3 interventions. Students having Dyslexia Characteristics will be screened and RTI documentation will be submitted to district dyslexia office for review and approval to proceed with dyslexia/504 referral.

## **10: Coordination and integration of federal, state and local services and programs**

The school will **coordinate and integrate Federal, State, and Local programs and services to maximize the effectiveness of these resources.**(3.1, 8.24, ) Several of the strategies being implemented are jointly funded with Special Services and Title I funds, (ex. After school tutorial programs). Professional development activities are also paid from Title I, Parts A and C, and Local Funds. Title I funds along with local, State Compensatory, State Bilingual, are used to purchase supplemental instructional materials, media, and library resources to improve the overall instructional program. In addition to those described above, **Migrant funds** are used to identify and recruit children of migratory workers supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Besteiro Middle School. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Besteiro migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and impairment plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available services/opportunities in the school and/or the community. Reading materials will be ordered to support PFS student achievement in the area of fluency and comprehension skills. Teachers and administrators will monitor the progress of the PFS migrant students and provide remediation through small group instruction, computer based instruction, counseling services, and/or referrals to the school nurse for needed assistance or services. (1.1, 1.4, 1.20, 1.30, 3.4)

Bilingual funds are used to provide supplemental services to help insure that children that are Limited English proficient attain English language proficiency and develop high levels of academic attainment. The language proficiency assessment committee (LPAC) at Besteiro Middle School Meets periodically to identify Bilingual students, monitor student assessment, and provide recommendations based on the data reviewed. TELPAS progress monitoring is conducted on a 6 weeks basis and documentation is kept in ELL portfolios that are found in students PRC's.

Besteiro Middle School will provide the State mandated State Compensatory Education Program through funded initiatives including after school tutorials. Tutorials will be after school for 1.5 hours on Monday through Thursdays. Students will be provided cognitive based strategies as supported by TLI trainings. Besteiro Middle School will implement the BISD fluency initiative to support instruction. Interventions, supplemental materials, and support services will be provided using the three tier model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with and additional 30 minutes of research based reading interventions and will be monitored every 2 weeks. Struggling students

will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized instruction based on student needs.

Special education funding provides supplemental services to eligible students as per the Individuals With Disabilities Education Act (IDEA) requirements. In order to provide students with a free and appropriate education (FAPE), in the least restrictive environment, Children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program as per federal and state special education guidelines. In addition, all Admission review and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas education agency (TEA) in the ARD Committee Decision-Making Process for the Texas assessment program manual and A Guide to the admission review and Dismissal Process.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carlos Guerrero	Math	EnrichmentTeacher	1
Hector Rodriguez	Dyslexia Aid	Dyslexia	1
Jose Sanchez	Nurse	Nurse	.40
Maria Diaz	Library Aid	Library	1
Rosalia Salinas	Parent Liaision	Parental Involvement	1

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Teresa Nunez	Principal
Classroom Teacher	Arael Tijerina	Technology
Non-classroom Professional	Ivonne Ceballos	At-Risk Counselor
Classroom Teacher	Maribel Degollado	Math Teacher
Classroom Teacher	Paulette Martinez	Reading Teacher
Classroom Teacher	Maria Ong	English Teacher
Classroom Teacher	Claudia Mar	Science Teacher
Classroom Teacher	Alba Delgado	Social Studies Teacher
Classroom Teacher	Lorena Cheney	Choir Teacher
Classroom Teacher	Edith Cano	Special Education
Meeting Facilitator	Lourdes de	Dean of Instruction
Parent	Norma Caraveo	Parent
Parent	Felipa Benavidez	Parent
Administrator	Doug Tolman	Assistant Principal
Administrator	Nina Garcia	Assistant Principal
Student	Jesus Castillo	Student Council President
Classroom Teacher	Brian Medina	Athletic Cordinator
Business Representative	Salvador Melgarejo	Business Owner
Business Representative	Jose Martinez	Business Owner

## Campus Funding Summary

199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Mileage	199-31-6411-00-048-y-99-000-y	\$150.00	
1	1	3	Capital Outlay	199-23-6649-65-048-Y-99-000-Y	\$4,000.00	
1	1	4	Toner (Supplies)	199-11-6399-62-048-Y-11-000-Y	\$2,000.00	
10	2	1	Misc. Perating Costs- Awards	199-31-6498-00-048-Y-99-000-Y	\$1,437.00	
10	2	1	Misc. Operating Costs-Awards	199-23-6498-00-048-Y-99-000-Y	\$363.00	
<b>Sub-Total</b>					\$7,950.00	
<b>Budgeted Fund Source Amount</b>					\$40,304.00	
<b>+/- Difference</b>					<b>\$32,354.00</b>	
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	GENERAL SUPPLIES	162-11-6399-00-048-Y-30-000-Y	\$8,265.00	
1	1	4	Contracted Services	162-11-6249-00-048-Y-30-000-Y	\$6,000.00	
1	1	4	Software	162-11-6395-62-048-y-30-000-Y	\$0.00	
1	1	13	SSI Tutorial	162-11-6118-00-048-Y-24-SSI-Y	\$10,955.00	
3	1	1	Extra Duty Pay	162-11-6118-00-048-Y-30-000-Y	\$22,029.00	
3	1	5	1 FTE DEAN	162-13-6119-31-048-Y-30-000-Y	\$55,562.00	
3	1	7	1 FTE At risk counselor	162-31-6119-31-048-Y-30-000-Y	\$61,800.00	
4	1	3	General Supplies for AT-RISK Counselor	162-31-6399-0048-Y-30-000-Y	\$1,325.00	
5	1	7	incentives	211-11-6498-00-048-Y-30-0F2-Y	\$1,200.00	
8	1	1		162-11-6649-62-048-Y30-TEC-Y	\$13,515.00	
8	1	1		162-11-6395-62-048-Y30-TEC-Y	\$935.00	
8	1	4	7 Printers and Toner	162-11-6398-62-048-Y-30-000-Y	\$0.00	
8	1	4	4 Scanners	162-11-6398-62-048-Y-30-000-Y	\$0.00	
8	1	4	Printer	162-31-6649-62-048-Y-30-000-Y	\$0.00	

					<b>Sub-Total</b>	\$181,586.00
					<b>Budgeted Fund Source Amount</b>	\$293,391.00
					<b>+/- Difference</b>	\$111,805.00
<b>211 Title I-A</b>						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	STAAR Review Booklets -Media Center	211-11-6399-16-048-Y-30-0F2-Y	\$1,000.00	
1	1	1	Instructional Supplies (general): Student composition notebooks, highlighters,binders	211-11-6399-00-048-Y-30-0F2-Y	\$4,130.00	
1	1	1	Duplicating Paper for STAAR booklets/count down to STAAR	211-11-6396-00-048-Y30-0F2-Y	\$5,000.00	
1	1	1	General Supplies and Materials - FOCUS Grant	211-11-6399-00-048-Y-24-PFG-7	\$1,970.00	
1	1	1		211-11-6399-00-048-Y24-PFG-Y	\$9,119.00	
1	1	2	Professional Development 2016-2017 - Employee Travel	211-13-6411-23-048-Y-30-AYP-Y	\$2,429.00	
1	1	2	Professional Development - FOCUS Schools Contracted Services	211-11-6291-00-048-Y-24-PFG-7	\$4,800.00	
1	1	2	Curriculum Writing	211-13-6118-00-048-Y24-PFG-Y	\$760.00	
1	1	4	Student Portable Computers	211-11-6649-00-048-Y-30-0F2-Y	\$10,000.00	
1	1	5	Professional Curriculum Planning	211-13-6118-00-048-Y-30-AYP-Y	\$3,714.00	
1	1	7	TALA Strategies, Kamico STAAR Reading diagnostic series Grades, 6,7,and 8. STAAR Master 6th-8th grade		\$1,000.00	
1	1	8	Transportation for Tutorial Students	211-11-6494-00-048-Y30-0F2-Y	\$14,399.00	
1	1	8	Payroll Costs	211-11-6118-00-048-Y-24-PFG-7	\$13,230.00	
1	1	14	Summer Bridge	211-12-6118-00-048-Y-30-BDG-6	\$3,600.00	
1	1	14	Summer Bridge Supplies	211-12-6399-00-048-Y-30-BDG-6	\$400.00	
1	1	18	Library Aid	211-12-6129-00-048-Y300-F2-Y	\$27,786.00	
1	1	19	Dyslexia AID Ms. Davenport	211-11-6129-06-048-Y30054	\$15,179.00	
1	1	23	Registration through College Board in order to attempt AP test. (pay fee)	211-11-6339-00-048-Y-30-0F2-Y	\$200.00	
2	1	5	Misc. Operating Cost Awards Incentives	211-11-6498-00-048-Y-30-0F2-Y	\$1,500.00	
2	1	5	Misc. Operating Cost Awards Incentives	211-13-6498-00-048-Y-30-0F2-Y	\$1,500.00	
3	1	1	Extra duty pay tutorial	211-13-6118-00-048-Y-30-AYP-Y	\$1,200.00	

3	1	8	1FTE School Nurse	211-33-6119-00-048-Y-30-0F2-y	\$29,386.00
4	1	2	Student Recognition Certificates & Ribbons	211-11-6498-00-048-Y-30-0F2-Y	\$1,200.00
5	1	6	Supplies for nurse	211-33-6399-00-048-4-30-0f2-y	\$1,000.00
6	1	2	Food	211-61-6499-53-048-Y-30-0F2-Y	\$500.00
6	1	2	Supplies	211-61-6399-00-048-Y-30-0F2-Y	\$600.00
6	1	7	Milage/Travel	211-61-6411-00-48-Y-30-0F2-Y	\$1,200.00
6	1	7	Parent Liaison	211-61-6129-00-048-Y-30-0F2-Y	\$21,649.00
6	1	9	Renewal of RAPTOR security software licence.	211-11-6395-62-048-Y-30-0F2-Y	\$495.00
8	1	5	Laptops	211-11-6649-00-048-Y-30-0F2-Y	\$6,000.00
10	2	1	Misc. Operating Costs-Awards	211-11-6498-00-048-Y-30-0F2-Y	\$1,500.00
10	2	1	Misc. Operating Costs-Awards	211-13-6498-00-048-Y-30-0F2-Y	\$1,500.00
<b>Sub-Total</b>					\$187,946.00
<b>Budgeted Fund Source Amount</b>					\$79,557.00
<b>+/- Difference</b>					<b>\$-108,389.00</b>
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	6	LPAC		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$47,032.00
<b>+/- Difference</b>					<b>\$46,032.00</b>
<b>Grand Total</b>					\$378,482.00