

Brownsville Independent School District

Manzano Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Edward Manzano, Jr. Middle School empowers students to become lifelong learners and critical thinkers by providing an enthusiastic academic experience. Administration, teachers, parents, and the community collaborate and encourage students to embrace their diverse learning abilities to succeed globally.

Vision

Our students will become college graduates and successful contributors to society.

Value Statement

Develop and utilize innovative methodologies and reinforce individualized learning environments.

Practice the belief that every student can learn.

Expect student ownership of the learning process.

Students are priority.

Go beyond educating to build character.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Edward Manzano, Jr. Middle School

2017-2018 Campus Narrative

Edward Manzano, Jr. Middle School is located at 2580 W. Alton Gloor in Brownsville, Texas. Our campus was built in 2010 making it the 11th middle school within the district. The campus is comprised of 57 classrooms, a cafeteria, library, dance hall, band hall, choir hall, and gymnasium.

The student population at Manzano Middle School is approximately 930 and serves students in grades 6th through 8th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, and 1.5% is Non-Hispanic. Additionally, 94.5% of our student body is classified as economically disadvantaged. Many of our students are first generation Mexican immigrants, 17.6% are classified as English Language Learners with the majority speaking English/Spanish interchangeably. Also, several of our students come from homes which participate in state and federal assistance programs such as SNAP, TANF, Medicaid, and subsidized housing assistance.

The students of Manzano Middle School receive a well-rounded instructional curriculum. Core courses are offered in every subject area and classes such as Dance, Band, Choir, Art, Technology, Career Portals, and Spanish are also taught. The instructional programs include academic core subjects at various levels such as the STEM, Gifted and Talented, Pre-Advanced Placement, regular classes and resource classes. All students are required to meet passing standards of the grade level assessments which make up the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Manzano Middle School is comprised of 58 highly qualified certified teachers, 4 campus administrators, 4 counselors, 8 professional support personnel, 6 non-classroom staff, and 10 educational aides. The ethnicity of the Manzano Middle School staff is diverse with 89.9% Hispanic and 10.1% other. The teaching staff is also 42% male and 58 % female.

Manzano Middle School's most recent campus initiatives include the following:

Breakfast in a Bag

After school supper

After school and Saturday tutorials

Vertical and Horizontal Alignment for every subject and grade level twice a year

Texas Literacy Initiative Goals

I3-Educate Texas Initiatives which promote the Common Instructional Frameworks (CIF).

Manzano Middle School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Art, Chess, One Act Play, Choir, Band, Athletics, Spartan Book Club, Destination Imagination, FCA, Brainiacs, History Fair, Science Fair, UIL, National Junior Honor Society, Dance and Cheerleading just to name a few.

School Namesake: **Edward Manzano Jr. Middle School**

School Colors: **Purple & Gold**

School Mascot: **Spartan**

School Motto: **With knowledge comes great power.**

Annual Campus Goals

The Manzano Middle School faculty and staff are committed to the following goals:

- * Increase academic achievement for student success
- * Increase student wellness and self image
- * Increase student attendance and decrease tardies
- * Provide staff development to all highly qualified teachers and support staff
- * Increase Parental/Community involvement

EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE A. GENERAL PROVISIONS

CHAPTER 4. PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS

Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES. (a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 82, Sec. 1, eff. Sept. 1, 2003.

Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS. To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Our School Values

- Develop and utilize innovative methodologies to reinforce individualized learning environments.
- Practice the belief that every student can learn.
- Expect student ownership of the learning process.
- Students are priority.
- Go beyond educating to build character

The Site-Based Decision Making (SBDM) Committee is dedicated to implementing a well-rounded instructional program that will promote students' success at Manzano Middle School as well as helping them become productive citizens in a democratic society. The members of the SBDM Committee include elected classroom teachers from each 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., and Fine Arts on campus to comprise two-thirds of the committee, 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., Fine Arts, chairs, supplemental staff, administration, students, and parents. Each elected representative serves a two year term and election cycles are staggered. All members, especially new, are asked to attend the SBDM Training on September 14, 2013 to learn about shared decision making and how it results in a greater commitment to implementing decisions that will enhance the achievement of students. As a member of the SBDM Committee each participant is responsible for sharing and discussing the SBDM Committee agenda and conveying the information to their 6th-8th grade, Reading, English, Math, Science, Social Studies, P.E., Fine Arts, Classified Depts.

Thus, attendance and participation are vital and if a member cannot fulfill these requirements, then a new member will be elected to better represent the campus entity.

Manzano Middle School's 2015-16 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

2016-2017 Campus Performance (Source: TAPR Report from TEA)

	State	District	Campus	Sp. Ed.	ELL
Grade 6 Reading	69%	63%	71%	38%	50%
Grade 6 Math	76%	73%	78%	43%	67%
Grade 7 Reading	73%	71%	75%	41%	30%
Grade 7 Writing	70%	72%	75%	38%	37%
Grade 7 Math	70%	67%	78%	55%	52%
Grade 8 Reading	86%	85%	91%	56%	65%
Grade 8 Science	76%	71%	85%	50%	57%
Grade 8 Social Studies	63%	60%	70%	39%	41%
Grade 8 Math	85%	87%	97%	72%	91%
End of Course Algebra I	83%	89%	99%	*	100%

Student Information

Total Students	Count	Percent	District	State
Grade 6	351	37.7%	7.2%	7.4%
Grade 7	297	31.9%	7.2%	7.4%
Grade 8	382	30.3	7.0%	7.3%
Ethnic Distribution				
African American	1	.1%	.1%	12.6%
Hispanic	916	98.5%	98.4%	52.4%
White	0	0%	0%	0%
Asian	1	.1%	0%	01%
Pacific Islander	1	.1%	.0%	.1%
Economically Disadvantaged	879	95.5%	94.7%	59%
Non-Educationally Disadvantaged	51	4.5%	5.3%	41.0%
English Language Learners (ELL)	164	16.9%	32.5%	18.5%
Students w/Disciplinary Placements (2015-2016)	16	1.7%	1.1%	1.4%
At-Risk	469	50.4%	65.9%	50.3%
Mobility (2015-2016)	77	8.4%	14.7%	16.2%

Demographics Strengths

Manzano Middle School provides quality instruction in grades 6 through 8 to the boys and girls from surrounding neighborhoods.

Our student body is mostly homogeneous, however, there are some students of diverse cultural backgrounds.

The students at Manzano Middle School are coming into the current school year having made gains in all tested areas and grade levels.

All gains are celebrated due to more special education students being moved to the general education setting where they are receiving accommodated on-grade level instruction.

All teachers are certified and highly qualified to teach content areas;

Administrators and professional staff meet all district and state-certification requirements;

Teachers have participated with district and on-campus Curriculum writing;

At-Risk data has been reviewed to provide quality tutorial sessions.

Open House and other evening events resulted in large parent turnout;

Manzano Middle School has a full-time Parental Liaison to lead the Parental Involvement Program which continues to provide relevant information to our students' parents.

The part-time Migrant Clerk ensures that the migrant students receive the resources they need to have a successful school year.

Demographics Needs

There is a need for an increase in parental involvement through meetings and volunteer program.

This applies to the Parental Involvement Department and the Migrant Department.

Both programs need to be able to provide incentives to increase attendance.

In addition to pertinent information provided at the meetings, our Parent Liaison and Migrant Clerk need to provide a light snack for our parents to show our appreciation for attending the meetings at our campus. (6.1.1) (6.1.2) (6.1.3) (6.1.5) (6.1.6) (6.1.7) (7.1.8) (7.1.16)

At-risk students, migrant students, English Language Learners, and 504 students need to participate in all tutorial sessions in order to close academic gaps that have persisted in the past years. (1.1.2) (1.1.3) (1.1.4) (1.1.19) (3.1.2) (3.1.5) (3.1.6) (7.1.8) (7.1.9)

Classified personnel, such as the Dyslexia Aide, Bilingual Clerk, Migrant Clerk, and Special Education Aides to assist with Inclusion support and data collection; (1.1.3) (1.1.10) (1.1.12) (1.1.18) (1.1.20) (7.1.10)

Vertical Alignment for all core subject teachers, special education teachers, dyslexia teacher, and the ESL teacher to ensure that students are exposed to all

required TEKS which is evaluated during benchmarks and STAAR testing; (1.1.3) (1.1.4) (1.1.14) (1.1.16)

RTI needs to be applied faithfully for those students that have been identified at any Tier (I-III), academic or behavioral.

Teachers need to have binders and dividers to maintain RTI records and facilitate the record keeping process; (1.1.2) (1.1.3) (1.1.6) (1.1.16)

Analyze data to identify areas of need in core subjects for all students.

This needs to be done through vertical alignment for all core areas and special education teachers.

The need is for both the fall and spring semesters. (1.1.4)

Acquisition of current family data. Acquiring this data will ensure much needed communication with parents, administrators, and teachers. (4.1.1) (4.1.4)

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELLs have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs.

Problem Statement 2: Special Education students have consistently had less than a 60% passing rate on the Math STAAR exam for the past three years. **Root Cause:** Teachers need training on how to teach students with low Reading skills and low calculation skills.

Problem Statement 3: Special Education students have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need training on implementing IEP accommodations in the Reading classrooms.

Student Achievement

Student Achievement Summary

The students at Manzano Middle School have continuously excelled in all areas. Specifically, our students have shown academic success in the areas of Reading, Writing, and Math. In addition, Manzano Middle School students have proven to be well-rounded individuals due to excellence in extra-curricular activities including athletics, Destination Imagination, One Act Play, band, choir, dance, art, chess, Science Fair, History Fair, and other school sponsored activities.

A student group that performed less than or equal to the state average is 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 and are used to address the areas of need.

The following information originated from the 2014-2015 TAPR results.

STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus	Sp. Ed.	ELL
Grade 6 Reading	69%	63%	71%	38%	50%
Grade 6 Math	76%	73%	78%	43%	67%
Grade 7 Reading	73%	71%	75%	41%	30%
Grade 7 Writing	70%	72%	75%	38%	37%
Grade 7 Math	70%	67%	78%	55%	52%
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Grade 8 Science	76%	71%	85%	50%	57%
Grade 8 Social Studies	63%	60%	70%	39%	41%
End of Course Algebra I	83%	89%	99%		100%

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

2015-2016 House Bill 5 CASE Rating for Manzano Middle School: **Recognized**

Fine Arts--Exemplary

Wellness--Recognized

Parental--Acceptable

21st Century--Recognized

2nd Language--Acceptable

Digital--Recognized

Dropout--Exemplary

G/T--Recognized

Student Achievement Strengths

The students at Manzano Middle School have consistently been ranked among the top five middle schools within the Brownsville Independent School District.

They continue to excel in the areas of Math, Reading, and Science.

In addition, our students have proven that their skills extend beyond the classroom as they dominate in all athletic sponsored activities as well as in all areas of Fine Arts such as Band, Choir, and Art.

In addition, the students from our campus continuously place among the top participants in the Science and History Fairs, Destination Imagination, One-Act Play, and Chess.

Student Achievement Needs

At-Risk students, Special Education students, and English Language Learners continue to struggle in all core subjects. The PEG Writing program is needed to assist students with attaining writing skills. Other content specific programs and Compass Learning need to be utilized to provide differentiated instruction to different learner categories. Many programs require the use of technology, therefore, we need to replenish desktops and laptops that no longer function. (1.1.2) (1.1.3) (1.1.4) (1.1.8) (1.1.14) (8.1.1)

Flocabulary is an online resource that would introduce content vocabulary in a manner that is appealing to the students, thereby increasing students' knowledge of content specific vocabulary. (1.1.2)

Quill.org is necessary as an alternate tool for students to check their grammar skills and improve the writing process (1.1.2) Additional NSpire calculators are needed to meet the demands of our growing population (1.1.2)

Migrant students are also at risk of not meeting state standards due to different curriculum and standards at their other school in another state. Therefore Manzano Middle School Migrant Students have a need for a Migrant Teacher and Migrant Clerk. (1.1.6) (7.1.10) (7.1.15) (7.1.16)

Manzano Middle School needs to increase its number of advanced scores in all tested areas. (1.1.1) (1.1.2) (1.1.3) (1.1.4) (1.1.5) (1.1.15) (1.1.16)

In order to raise scores across the board, our teachers will need to be provided with professional development that addresses rigor and relevance. (1.1.1) (1.1.2) (1.1.3) (1.1.4) (1.1.5)

Teachers will be provided with supplies and resources to ensure classroom success. (1.1.2) (1.1.3)

Vertical alignment for all core subjects so that skills are scaffolded from one grade level to the next. If our teachers do not plan vertically our students drop academically; (1.1.1) (1.1.2) (1.1.3) (1.1.4) (1.1.16)

Technology training is necessary for current equipment, software, and programs that the district utilizes so that teachers are current with all technology; continuous staff development for academic and discipline RTIs so that our students receive the services they are entitled to receive; (1.1.8) (8.1.2) (8.1.3)

Incentive programs that will motivate our students to attend school and perform well academically. This includes prizes for perfect attendance, attending

Saturday Tutorials, Honor Rolls, etc. Prizes range from trophies, ribbons, games/toys, pizza/snacks. (1.1.18) (1.1.19) (4.1.3)

The parental liaison will actively assist Manzano staff in the process of informing, visiting, and recruiting parents and informing parents of the different programs available at Manzano; (3.1.1) (6.1.1- 7)

Ensure that migrant and at-risk students are provided the services they require so that they excel academically. (1.1.3) (1.1.6) (1.1.13) (1.1.14) (1.1.19)

The students at Manzano Middle School also excel at special events such as the Science Fair and the History Fair. However, the students need to be provided with the material they require to create their projects plus transportation and meals during event time. (1.1.4) (1.1.21) (1.1.23)

Due to State requirements, the campus is in need of procuring blank ID cards. Students need to have a current, valid ID card to present during STAAR Testing. (1.1.2)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELLs have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs.

Problem Statement 2: Special Education students have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 3: Special Education students have consistently had less than a 60% passing rate on the Math STAAR exam for the past three years.

School Culture and Climate

School Culture and Climate Summary

Manzano Middle School first opened its doors in 2010. Since then the campus has experienced many successes. The successes include academic and extra-curricular activities. The students, that make up our student population, come from our feeder schools Ortiz Elementary, Keller Elementary, and Benavidez Elementary. In addition, we also welcome transfer students from throughout the district. Furthermore, we have a staff that has shown loyalty in the sense that we have managed to retain our teachers except for retirees.

School Culture and Climate Strengths

Manzano Middle School is a state of the art campus that provides its students all the amenities such as new computers and iPads and interactive calculators for all 8th grade Math students.

Manzano Middle School is also considered a neighborhood campus that is in close proximity to the neighborhoods from which our students come from.

At Manzano Middle School there are also many opportunities for parents and teachers to interact such as the TLI Literacy Night, Campus Based Leadership Team, Sparty Night, and other events that call for parent participation.

Both the Spartan Band and Spartan Choir perform at least twice a year as they showcase the many talented students from our campus.

School Culture and Climate Needs

There is a need for classroom management training for new teachers and for teachers that may be experiencing problems with groups of students. (1.1.1)

There is also a need for students to learn social skills and character building.(1.1.1) (1.1.2)

Parental involvement also needs to be expanded to include all parents in as many Manzano Middle School sponsored activities as possible. (6.1.1) (6.1.2) (6.1.3) (6.1.5) (6.1.6)

In addition, Manzano needs appropriate equipment and supplies to maintain the aesthetics of our new campus. (1.1.2)

Ensuring that our campus is kept clean so that we can continue to provide an environment that is conducive for learning (1.1.2)

Encourage students to participate in extra-curricular activities to produce well-rounded students. (1.1.18) (1.1.21) (1.1.23) (2.1.1) (2.3.1) (2.3.3) (2.3.4) (2.3.14) (2.6.1)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A priority of the administrators at Manzano Middle School is to hire highly qualified teachers for all subject areas. In addition it is administration's priority to provide our teachers with the appropriate tools that will make teaching at Manzano Middle School rewarding experience.

2014-2015 Staff Information

Staff Information	Count/Average	Percent	District	State
Total Staff	84.2	100%	100%	100%
Professional Staff:	71.3	84.6%	55.8%	64.5%
Teachers	59.5	70.7%	43.7%	50.8%
Professional Support	8.1	9.7%	9.2%	9.7%
Campus Admin.	3.6	4.3%	2.8%	2.9%
Educational Aides:	12.9	15.4%	10.6%	9.6%
Total Minority Staff:	77.1	91.6%	92.9%	46.3%
Teachers by Ethnicity and Sex:				
Hispanic	53.7	90.2%	88.3%	25.6%
White	5.8	9.8%	10.7%	61.4%
Males	24.9	41.9%	31.2%	23.4%
Females	24.6	58.1%	68.8%	76.6%
Teachers by Highest Degree Held				
Bachelors	52.6	88.4%	82%	75.1%
Masters	6.9	11.6%	16.3%	23.4%
Teachers by Years of Experience				
Beginning Teachers	6.2	10.3%	4.3%	8.5%

1-5 Years Experience	16.6	27.9%	19.2%	26.1%
6-10 Years Experience	6.4	10.7%	22.6%	22.6%
11-20 Years Experience	14.9	25.1%	31.7%	26.9%
20+ Years Experience	15.5	26%	22.1%	16%
Number of Students per	15.1		14.8	15.2

Staff Quality, Recruitment, and Retention Strengths

The majority of the teachers at Manzano Middle School have been at this campus since the school opened its doors. Most of the teachers are experience however they have benefited from participating with the I3 Educate Texas Grant and the Texas Literacy Initiative Grant. These grants have afforded our teachers with instructional coaches that provide much needed skills fine tuning to improve instructional delivery. Our teachers also have the latest in technology and they receive content specific training and other types of professional development as it becomes available.

Staff Quality, Recruitment, and Retention Needs

New and tenured teachers need training on data programs that are available through our district to make the most of the technology we currently have. (1.1.2) (1.1.4) (1.1.8) (8.1.1) (8.1.2) (8.1.3)

All new core teachers need to receive training through the AP Summer Institute in their respective teaching subject. (1.1.1)

Continuous staff development needs to be provided regarding the implementaton of technology with everyday lessons.(1.1.2) (1.1.4) (1.1.8) (8.1.1) (8.1.2) (8.1.3)

In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students. (1.1.1) (1.1.3) (1.1.6) (1.1.8) (1.1.10) (1.1.16) (1.1.20)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: ELLs have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs.

Problem Statement 2: Special Education students have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years.

Root Cause: Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 3: Special Education students have consistently had less than a 60% passing rate on the Math STAAR exam for the past three years.

Root Cause: Teachers need training on how to teach students with low Reading skills and low calculation skills.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers at Manzano Middle School align their lessons to meet the standards as set forth by the state of Texas. By doing so, they prepare their students to meet the challenges of their current grade level and be ready for the next grade level.

Curriculum, Instruction, and Assessment Strengths

The teachers at Manzano Middle School are provided with two opportunities for vertical alignment, once in the fall and once in the spring in addition to mandatory district sessions.

Teachers are also given data to disaggregate so that they can identify areas of need and in need or reinforcement.

By doing so, they can formulate plans of action that target their students' needs.

Teachers are also provided with district created frameworks for individual content areas to facilitate the planning process.

Curriculum, Instruction, and Assessment Needs

Capital Outlay is necessary to continue with providing quality software and the technology required to operate the software.(1.1.4) (8.1.1)

Teachers also need resources that are aligned to the STAAR Exam so that students are familiar with test format.(1.1.1) (1.1.2) (1.1.4)

Furthermore, teachers need to be provided with professional development in the area of differentiated instruction to meet the need of all the students at Manzano Middle School. (1.1.3) (1.1.4) (1.1.8) (1.1.14) (1.1.16) (1.1.20)

The Dean of Instruction will monitor the At-Risk student achievement, attendance, and reduce retention rate. (3.1.1) (3.1.2) (3.1.5) (3.1.7)

As a means to encourage our students to perform well in school in the core subject areas our students will need to be motivated to make appropriate choices. (1.1.3)

English teachers need Project Essay Grading (PEG) to encourage students to write and correct draft errors. (1.1.2) (1.1.4)

In an effort to promote language acquisition, it is necessary to have language learning material that interests our students. One such program that would be beneficial to our campus is Language Power: Grades 6-8 Level A Kit. (1.1.3)

The Science Department also needs supplemental material, for all grades levels, such as Ignite Torch. This program would provide print and media to engage even the most reluctant learner. In addition, science teachers also need Vernier pH Wireless Teacher packs to be able to conduct pH measures using technology. A Go Wireless Temperature Teacher Pack is also needed to conduct labs and display information for the entire class using a mobile device. (1.1.2) (1.1.4)

The Science Department purchased STEMscopes and need the software, for all grade levels, to utilize the scopes to their fullest potential. (1.1.2)

The Math and Science Departments will work together to purchase resources that promote Science, Technology, Engineering, and Math. The materials are needed as these items differ from the resources used in a regular Math or Science class. (1.1.4)

The Spanish Department is need of curriculum for its new Exploratory Class. The current teacher feels that Voces Digital/Introductory Spanish would meet the needs of the students. (1.1.2)

The Campus Testing Coordinator needs to attend STAAR related meetings/conferences to keep up with State mandated rules and regulations as it pertains to STAAR Testing.

There is a need to replace TI iNspires that are beyond repair as a calculator is needed for all 8th grade students during testing. (1.1.2)

Students in special population groups will begin using TI 39 calculators during instruction and testing. (1.1.3)

Technology classes have no curriculum and need to align curriculum for grades 6-8. (1.1.1)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ELLs have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need to be trained on ESL strategies before the first day of class or as early in the school year as possible so that teachers have the instructional tools needed to teach ELLs.

Problem Statement 2: Special Education students have consistently had less than a 50% passing rate on the Reading STAAR exam for the past three years. **Root Cause:** Teachers need training on implementing IEP accommodations in the Reading classrooms.

Problem Statement 3: Special Education students have consistently had less than a 60% passing rate on the Math STAAR exam for the past three years. **Root Cause:** Teachers need training on how to teach students with low Reading skills and low calculation skills.

Family and Community Involvement

Family and Community Involvement Summary

Manzano Middle School is a community school that is in close proximity to the neighborhoods where our students live. This has resulted in good parent turnout at school functions and meetings. The parental liaison and the Communities in Services clerks have helped to build our parent base through their constant communication with the community.

Family and Community Involvement Strengths

The At-Risk Counselor works closely with other counselors and administrators to find trends that may be inhibiting student learning and attendance. In addition the parental liaison makes home visits to monitor attendance and inform parents of concerns regarding their child or children. The Migrant teacher and Migrant clerk provide much needed support to those students that are identified as migrants. Also, the TLI Teacher Specialist provides her services to all departments so that the literacy initiative is spread to all parents.

Family and Community Involvement Needs

There is a need in parent participation in the areas of Parental Involvement Meetings and Migrant Meetings. (6.1.1) (8.1.1)

Parental Liaison needs to have her presentation cart, which includes a laptop and projector, at her disposal for Parent Meetings. (6.1.5)

The purchase of a laptop, for the Parental Involvement Liaison, will require the purchase of software licensing (6.1.5)

Manzano Middle School also needs the assistance of the parental liaison to help with issues dealing with attendance, discipline, and academic issues. (3.1.1) (6.1.1) (6.1.5)

Since Brownsville Independent School District is an Early College District, it is also important to provide parents information regarding college readiness and awareness. Parents need assistance with form completion so that students can fill out college related material i.e. ApplyTexas. (6.1.1) (6.1.5)

The campus would benefit from having the Migrant Clerk and Migrant Teacher assigned to our campus more than once a week each. (7.1.4) (7.1.15) (7.1.17)

Migrant funds will be provided to purchase school supplies, clothing, and hygiene products as needed for migrant students. (7.1.8)

School Context and Organization

School Context and Organization Summary

Manzano Middle School provides our students with a positive and safe environment. All departments at Manzano Middle School collaborate to provide the needs that our students require to be successful learners.

School Context and Organization Strengths

The students at Manzano Middle School are all treated equally and all are taught at grade level including those that require an individualized educational program (IEP).

The students are provided with a safe and clean school environment in a positive atmosphere.

Manzano Middle School also provides other services that are necessary to our daily operation such as Parental Involvement Program and we also have a full-time nurse on staff to administer to our students' needs.

School Context and Organization Needs

Teachers need training on RTI monitoring and completion of forms for behavior and academic purposes. (1.1.2) (1.1.6) (1.1.16)

Also, teachers need assistance with classroom management and organizational skills including time management. (1.1.1)

Manzano Middle School has a library that provides many services to many students on a daily basis. It is vital that our Librarian be assisted by the library aide in order to maintain the quality services that are currently provided. (1.1.18)

As for our campus nurse, it is vital that she have all the necessary supplies to provide basic first aid functions that arise on a daily basis. This ensures that our students are not exposed to unnecessary situations due to the nurse's preparedness. (5.1.8)

Technology

Technology Summary

Manzano Middle School is a new school and the technology that is in this building was new when the campus opened. All classes are equipped with desktops for the teachers, document readers, and overhead projectors making the classrooms 21st century ready.

Technology Strengths

Eighth Grade Reading and Math teachers have C.O.W.S. with 30 computers each to implement daily lessons and to use District purchased software. All eighth grade students have access to new TI-Nspires that will prepare them for high school and beyond. Also, there are three computer labs at the teachers' disposal that can be used for research and other class assignments. The librarian, too, has iPads that are available for check-out in class sets. Laptops can be checked out as class sets for instructional purposes.

Technology Needs

Students need to be exposed to technology throughout the instructional cycle to facilitate and demonstrate the use of modern equipment. (1.1.2) (1.1.4) (1.1.8)

Additional laptops will be necessary in classrooms to support research projects and to implement the use of TANGO TRENDS during assessments. (1.1.2) (1.1.4) (1.1.8) (8.1.1)

Teacher and administrative desktops/laptops are required as the older models are outdated and no longer support updated versions of certain applications. (1.1.2) (1.1.4) (1.1.8) (8.1.1)

More laptops are needed to replace laptops that are non-functioning and non-repairable. In addition, software will need to be purchased for all new computer acquisitions. (1.1.2) (1.1.4) (1.1.8) (8.1.1)

Tablets with an appropriate C.O.W. are important for classroom research and interactive lessons created by the teacher. At this time there is a need for at least two charging carts to accommodate the current supply of tablets. (1.1.2) (1.1.4) (1.1.8) (8.1.1)

Laptops and COWS for 6th and 7th Grade Math classrooms to implement the online textbook resources and to apply knowledge on real life situation math problems. (1.1.2) (1.1.4) (1.1.8) (8.1.1)

Additionally, ink cartridges are needed due to high printing demands. Individual copies of assessments are printed by teachers so that students can annotate and make other notes on tests. (1.1.3) (8.1.1) (8.1.4)

Replacement bulbs are necessary for overhead projectors to ensure continuous use. (8.1.3)

Replacement ENO pens are required as are Stylus pens for use on our ENO Boards and Smart Boards. (1.1.2)

New projectors are needed to replace those that are no longer functioning. (8.1.1)(1.1.2)

The History Department is in need of a color printer to be able to reproduce color pictures to enhance History Fair projects. (1.1.2) (1.1.23)

We need to replace broken document readers. (8.1.1) (8.1.3)

Two media carts are needed for presentation purposes. Two were damaged beyond repair. (1.1.2) (8.1.1)

The campus is in need of two charging units to house iPads that were received through TLI funds. (8.1.1)

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 End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

- Evaluation(s) of professional development implementation and impact
- 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: Edward Manzano Jr. 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: * Manzano Middle School student performance, for all grade levels and subjects, will exceed 2018 STAAR percent Approaches Grade Level and STAAR Master Grade level performance by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC scores

Summative Evaluation 1: Met Performance Objective

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

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines (Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary, and strand /department chair meetings for secondary.</p> <p>Technology Teachers will utilize the curriculum iCEV to ensure students are trained to use different types of office software that will assist with current and future assignments.</p>	<p>Principal; APs; Dean; C& Specialists; TLI I3 Teachers</p>	<p>Formative * BISD Instructional Feedback Form * District Monitoring Instrument *Sign-in sheets * Workshop agendas * Revised frameworks * time-sheets * Evidence of effective curriculum * District developed assessments * TLI Class visitations and coaching. Summative The district will have a 10% increase in the number of students meeting the phase II passing standard (now approaches grade level); * 100% of walkthroughs will indicate application of the skills acquired during the professional development</p>			
<p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018</p>		<p>Funding Sources: 211 Title I-A - \$12,800.00</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) with professional development based on identified needs. *ICEV (for tech apps); * STAAR resource materials; *Blank ID Cards for identification purposes during STAAR exam;</p>	<p>Principal; APs; Dean; C& Specialists; TLI I3 Teachers</p>	<p>Formative * BISD developed assessments* Instructional Feedback Forms* District Monitoring Instrument * tutorial logs * Sign-in sheets * Workshop agendas* TLI Class visitations/ coaching. Summative Manzano Middle School will show a 10% increase in the number of students meeting the phase II passing standard of the STAAR Assessment and District Made Assessments.</p>			

- *STEMscopes.com
- *NSpire Calculators
- *Flocabulary
- *Quill
- *Storyboard
- * Compass Learning
- *AP Summer Institute
- * Bilingual resources
- * Special Education Resources
- *Novel class sets;
- *Media services to print copies of teacher made resources for all core subjects; and
- *Mobi pads and clickers;
- *Overhead projectors to replace those no longer functioning. Also needed are the ENO Pens that are used for writing on the ENO Boards. Replacements are necessary due to the wear and tear on a daily basis. Teachers at Manzano Middle School will be provided with supplies necessary to provide quality daily lessons. The supplies are needed to ensure that instruction is provided without interruptions. Examples of necessary supplies are English/Spanish Dictionaries, headphones, batteries, sharpeners, baggies, highlighters, electric sharpeners, erasers, and paper cutters, pencils, composition books, construction paper, post-its, anchor chart paper, etc.





General supplies needed for daily operations are butcher paper, colored paper, scissors, paper clips, staples, file folders, staplers (regular and electric), pens, pencils and other items that may be needed.

Manzano Middle School will also provide it's students with a clean and safe environment conducive to learning. Therefore, all janitorial supplies necessary for daily operations will be purchased.

Population: TI, MI, ELL, SE, AR, GT
DYS, CTE,

Timeline: July 2017-- June 2018

Funding Sources: 211 Title I-A - \$98,399.00, 162 State Compensatory - \$3,000.00, 164 State Career and Technical Education - \$5,000.00, 199 Local funds - \$44,155.00

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Substitutes will be utilized to allow staff members to attend content specific and other district mandated professional development training. Substitutes are also utilized during pre-testing student preparation with small groups.</p> <p>The results of these strategies will be based on TELPAS results which will be reviewed by the LPAC Committee.</p> <p>The campus ESL department will also have the necessary supplies needed to provide their students with the basic tools needed throughout the instructional day. This includes the purchase of ink cartridges to print reports that are required by the district Bilingual Department. Tutorials for ESL students will also be provided to encourage mastery of the English language.</p> <p>The Special Education Department will also be provided with funds to purchase supplies required by the BiI Unit, SFL Unit, and the Life Skills Unit.</p> <p>Population: All Students</p> <p>Timeline: 02/2018-04/2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI I3 Teachers</p>	<p>Formative: The students from Manzano Middle School will have a 10 % increase in the number of students meeting the phase II passing standard.</p> <p>Summative: Identify exemplar classrooms per campus.</p>				
<p>Funding Sources: 162 State Compensatory - \$13,537.00, 163 State Bilingual - \$35,823.00, 166 State Special Ed. - \$371,797.00, 199 Local funds - \$26,500.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district/campus initiatives to meet the needs of the students and ensure their success. * STEM</p>	<p>Principal; APs; Dean; C& Specialists; TLI I3 Teachers</p>	<p>Formative *BISD Instructional Feedback Form * 100% of walkthroughs will indicate application of the skills acquired during the professional development * Trainer of Trainer of trainings * Sign-in sheets * Workshop agendas</p>				

- * Math Meet
- * Science Fair
- * Spelling Bee
- * Review 360
- * 6 + 1 Traits
- * Balanced Literacy Model
- * Tango Central/ Tango Trends
- * STARLAB
- * History Fair
- * Brownsville Kids Vote
- * Mock Trial
- * TLI Routines/ Strategies
- * ELA Summit
- * Inclusion (Special Programs)
- * Special Olympics
- * SIOP/ ELPS
- * Bilingual Model
- * ELL Portfolio
- * Adaptive Curriculum
- * Empowering Writers
- * Progress Essay Grading (PEG)
- * Write for Success
- * Compass Learning
- * Lion

Teachers will attend professional development, including vertical alignment in the fall and spring and other opportunities that meet their areas of need and the needs of their students.

Teachers will also be provided with the materials needed to create STEM based lessons that focus on Science, Technology, Engineering, and Math.





Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students,





Timeline:
July 2017--June 2018







- * ERO session rosters and valuations
- * TLI Class visits and coaching





Summative:
Manzano Middle School will have a 10% increase in the number of students meeting the phase II passing standard.





Funding Sources: 211 Title I-A - \$8,120.00, 199 Local funds - \$8,350.00





<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Build Instructional capacity through the use of cohort groups of team leaders and provide these participants with job-embedded staff development.</p> <ul style="list-style-type: none"> * Administrators * Specialists * District Lead Teachers * Principal * Dean * Department Chairs * ELPS * GT/ AP / Pre-AP * Dyslexia * SIOP * TLI Routines/ Strategies Data Informed Plan * Special Education Supervisors * I 3 Educate Texas <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2017-- June 2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI; I3; Teachers</p>	<p>Formative: Manzano Middle School will have a 10 % increase in the number of students meeting the phase II passing standard.</p> <p>Summative: Increase in the number of participants at the district, regional, state, and national level.</p>			
<p>Funding Sources: 211 Title I-A - \$50,000.00, 162 State Compensatory - \$231,775.00, 199 Local funds - \$951.00</p>					
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Provide annual Response to Intervention (Rti) Training of Trainers (TOT) for campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Teachers will receive training directly from the District RTI Specialist. The RTI Specialist will provide the latest updates on paperwork requirements and other RTI related information.</p> <p>Population: TI, MI, ELL, SE, AR, GT DYS, CTE, All students</p> <p>Timeline: 07/2017-06/2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI; I3; Teachers</p>	<p>Formative: * BISD Instructional Feedback Form * 100% of walkthroughs will indicate application of the skills acquired during the professional development * Sign-in sheets *Workshop agenda</p>			
<p>Summative: The students from Manzano Middle School will have a 10% increase in the number of Students meeting the phase II passing standard; Decrease number of referrals to Special Education program by 10%.</p>					





<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>7) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment. Computer labs, graphing calculators, Ipads, laptops, desktops, headphones, overhead projectors, smart boards, document readers, other hardware and software are incorporated into lessons to ensure that our students are technically savvy. In addition, the use of technology allows for further differentiation of instruction for special population groups.</p> <p>Population: DYS, CTE, All students.</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI; I3; Teachers</p>	<p>Formative: * BISD Instructional Feedback Form * 100% of walkthroughs will indicate application of the skills acquired during the professional development *Sign-in sheets *Workshop agenda * Project Share uploads by CBLT</p> <p>Summative: Manzano Middle School will have a 10% increase in the number of students meeting the phase II passing standard.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>8) In an effort to promote physically and emotionally healthy students, the district will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TI, MI, ELL, SE, AR GT, DYS, CTE, All Students</p> <p>Timeline: 07/2017-06/2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI; I3; Teachers</p>	<p>Formative: BISD Instructional Feedback Form *100% of walkthroughs will indicate application of the skills acquired during the professional development.</p> <p>Summative Manzano Middle School will have 100% effective implementation.</p>			





<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Federal Programs will fund highly qualified teachers and para-professionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction.</p> <p>Population: Title I Teachers and Para Professionals</p> <p>Timeline: July 1, 2017-June 30, 2018</p>	<p>Principal; APs; Dean; C& Specialists; TLI; I3; Teachers Para-Professionals</p>	<p>Formative: Personnel Requisitions, Student Progress Reports, Professional Leaves, Monthly Payroll Reports, Purchase Orders</p> <p>Summative: 5% Improvement on State Assessments (STAAR)</p> <p>Walk-Throughs</p> <p>Lesson Plans</p>				
<p>Funding Sources: 199 Local funds - \$1,360,117.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>10) Special Programs will fund the following activities and personnel under Title II-A: *Class-size reduction teachers (CSR)</p> <p>* Professional Development</p> <p>* Stipends for teachers in certified areas of need</p> <p>Population: Teachers</p> <p>Timelines: July 1, 2017-- June 30, 2018</p>	<p>III-A Teachers</p> <p>Secondary teachers</p>	<p>Formative Professional Leaves Class Schedules Monthly Payroll Reports Monthly Position Control Report</p> <p>Summative 5% increase in STAAR scores</p> <p>ERO Session Evaluations</p>				
<p>11) Manzano M.S. will have an all day Dyslexia Teacher that will serve all 6th, 7th and 8th dyslexia students during the day. The dyslexia teacher will be provided with an Instructional Aid that will help to work in small groups and inclusion.</p> <p>Population: Dyslexia Students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal 504 School Administrator Dean of Instruction Diagnostician District Specialists Teacher Department Chairs All Teachers</p>	<p>FORMATIVE: Inclusion Log Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR Benchmarks TELPAS TALA</p>				







<p>12) The campus will provide Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components, for Dyslexia Teachers in order to implement a complete comprehensive Dyslexia Program.</p> <p>* All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program</p> <p>* Provide training for all Dyslexia teachers of students in grades 6-12 in Multisensory Reading and Spelling</p> <p>* Continue training for all Dyslexia teachers in areas that support and expand their current knowledge base in Orton-Gillingham approaches and current trends</p> <p>* Continue to provide professional development for general education campus teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations</p> <p>* Dyslexia Workshops</p> <p>Population: All Students Identified Dyslexia Students Dyslexia Teachers All Teachers</p> <p>Timeline:08/2017-09/2018</p>	<p>Principal Dean of Instruction Administrator for Special Programs District Specialists Dyslexia Specialists Teacher Department Chair Dyslexia Teachers All Teachers</p>	<p>FORMATIVE: Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests</p>				
<p>13) All Sp. Ed. Resource and Inclusion students will be grouped by grade level in core tested areas to meet AYP Criteria. Special Education Teachers will plan with general core teachers to ensure that students are afforded same learning opportunities as general education students. Vertical Alignment will take place prior to the beginning of the first semester and in January to plan accordingly for the school year.</p> <p>Population: Regular Teachers Sp. Ed. Students</p> <p>Timeline: 08/2017-05/2018</p>	<p>Principal Special Ed. School Administrator Dean of Instruction Diagnostician Administrator for Special Education District Specialists Teacher Department Chairs All Teachers</p>	<p>FORMATIVE: Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests</p>				



<p align="center">Critical Success Factors CSF 1</p> <p>14) ELA teachers will require students to participate in writing for competition such as Do the Write Thing, Daughters of the American Revolution, Patriot's Pen from the VA., and in the Scripts Howard Spelling Bee to increase their writing and spelling skills in preparing for the STARR test.</p> <p>Parent nights will be implemented to encourage parental involvement in the education of their child. By having parent nights, students and parents will participate in reading activities together to reinforce the love of reading and mostly parental participation in their child's education.</p> <p>Population: All Students Regular Students Sped. Ed. Students Bilingual Students At Risk Students Dyslexia Students Pre-AP Students G/T Students Migrant Students Timeline:08/2017-06/2018</p>	<p>Instruction, ESL, English Teachers, and TLI Teacher Specialist</p>	<p>FORMATIVE: Agendas Teachers Sign-in Log Walkthroughs Teacher Observations Lesson Plans SUMMATIVE: STAAR Benchmarks TELPAS TALA Diagnostic Tests</p>			
<p>15) Teachers will attend training for STAAR, ESL strategies, SIOP, TALA, RTI, and dyslexia; collaborative planning vertically and horizontally between reading and English departments to increase students progress passing the benchmarks and STAARs test</p> <p>Population: Teachers that need training or refresher courses</p> <p>Timeline: 08/2017-06/2018</p>	<p>Instruction, ELA Teachers 6-8, and TLI Teacher Specialist</p>	<p>FORMATIVE: Agendas Teachers Sign-in Log Walkthroughs Teacher Observations Lesson Plans SUMMATIVE: STAAR Benchmarks TELPAS TALA</p>			

<p align="center">Critical Success Factors CSF 1</p> <p>16) Sp. Ed teachers will utilize instructional resources such as STAAR, SRA and basic supplies such as ink cartridges, cassettes, tape recorders, copy paper binders and basic supplies such as rulers, crayons, map colors, glue, scissors, spiral notebooks, composition books, multi games to supplement ELA class instruction and increase academic success for the Sp. Ed. Student.</p> <p>Population: Sp. Ed. Teachers/Sp. Ed. Students</p> <p>Timeline: 08/2017-05/2018</p>	<p>Sp. Ed. Teacher</p>	<p>FORMATIVE: Agendas Teachers Sign-in Log Walkthroughs Teacher Observations Lesson Plans SUMMATIVE: STAAR Benchmarks TELPAS TALA</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>17) Manzano M.S. Library will have different activities during the school year that will promote reading in all grade levels. The librarian will be provided with a Library Aid to help in the planning of all activities. Supplies will also be provided to maintain an area conducive to student learning. MakerSpace Kits, Supplies, and equipment such as 3-D printer and Cricut.</p> <p>Population: All Students: Regular Students Sped. Ed. Students Bilingual Students At Risk Students Dyslexia Students Pre-AP Students G/T Students Migrant Students</p> <p>Timeline: 08/2017-05/2018</p>	<p>Principal Library and Media Administrator Dean of Instruction Teacher Department Chairs All Teachers</p>	<p>FORMATIVE: Agendas Teachers Sign-in Log Walkthroughs Teacher Observations Lesson Plans SUMMATIVE: STAAR Benchmarks TELPAS TALA</p>			<p>Funding Sources: 199 Local funds - \$83,043.00, 211 Title I-A - \$1,000.00</p>

<p>18) Intervention plans and continued communication with parents will be established for each child that is not academically successful (NCLB). Interventions include afterschool and Saturday Tutorials. *STAAR *TELPAS *BENCHMARKS</p> <p>population: All Students: Regular Students Sped. Ed. Students Bilingual Students At Risk Students Dyslexia Students PreAp Students G/T Students Migrant Students And Teachers</p> <p>timeline: During Team Meetings 08/2017-05/2018</p>	<p>Team Lead Teach Teachers Special Programs Teachers Principal Deans of Instruction Counselors</p>	<p>FORMATIVE: Agendas Team Log RTI Folders Teachers Sign-in logs Parents Sign-in Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests</p>				
<p>19) Special Education (inclusion) and Bilingual/ESL departments will provide in classroom support in core subjects and monitor implementation of appropriate instructional strategies for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate objectives. Language Power: Grades 6-8 Level A Kit will be used to supplement strategies teachers currently use to increase English language learning.</p> <p>Population: Regular Teachers Sp. Ed. Students Bilingual Students ESL Students GT Students Dyslexia Students CTE Students</p> <p>Timeline: 08/2017-05/2018</p>	<p>Principal Special Ed. School Administrator Dean of Instruction Administrator for Special Education District Specialists Teacher Department Chairs All Teachers</p>	<p>FORMATIVE: Walkthrough Teacher Observations Lesson Plans Teacher class rosters</p> <p>SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>20) Students will work to develop Science Fair Projects and participate in the Brownsville ISD Science Fair and Regional Fair to improve basic understandings of the Scientific Method. The participation of students in this event will help them to increase their schema and understanding of Science. Therefore grades, benchmark, and State Assessment scores will improve. The following materials are required:</p> <p>Science Show Boards, photo paper, color card stock paper, ink cartridges, and bordette.</p> <p>Population: Regular Students Sped. Ed. Students Bilingual Students At Risk Students Dyslexia Students PreAp Students G/T Students Migrant Students And Teachers</p> <p>Timeline: 10/2017-03/2018</p>	<p>Principal Dean of Instruction Administrator for Special Programs District Specialists Teacher Department Chair Science Teachers</p>	<p>FORMATIVE: Walkthroughs Teacher Observations Lesson Plans Teacher class rosters</p> <p>SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests pre-tests Results MS Science Fair</p>			
<p>Funding Sources: 211 Title I-A - \$4,865.00</p>					
<p align="center">Critical Success Factors CSF 1</p> <p>21) All students will participate in Kids Voting U.S.A to understand the voting process and its place in a democratic society.</p> <p>Population: All students and teachers</p> <p>timeline: 08/2017-06/2018</p>	<p>Principal Dean of Instruction District Specialists Teacher Department Chair Team Lead Teacher TST Teacher All Teachers</p>	<p>FORMATIVE: Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR TELPAS Kids Voting USA 86%</p>			

<p>22) Students will participate in the districts History Fair. If the students succeed they will continue to participate in the Regional History Fair, then the State History Fair. Students will be provided breakfast, snacks, and lunch during district history fair. Transportation, lodging, and meals will be provided for the State History Fair.</p> <p>In an effort to be able to produce quality History Fair projects, the history department will be provided with a color printer and ink cartridges.</p> <p>Population: All students and Teachers</p> <p>Timeline: 11/2017-03/2018</p>	<p>Principal Dean of Instruction District Specialists Teacher Department Chair Team Lead Teacher TST Teacher All Teachers</p>	<p>FORMATIVE: Walkthroughs Teacher Observations Lesson Plans</p> <p>SUMMATIVE: STAAR TELPAS Competition Results</p>				
<p>23) Provide students in grade 6-8 with moderate to vigorous activity each day in Physical Education for at least 30 minutes to enhance students health and well-being and incorporate TEKS objectives into daily PE/Health lessons and activities.(Middle School students for at least 4 total semesters)</p> <p>Population: All Students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal Dean of Instruction District Specialists Teacher Department Chair Team Lead Teacher All P.E. and Health Teachers</p>	<p>Formative: Classroom Observations, PE Student attendance records Lesson Plans</p> <p>Summative: School Health Index Physical Fitness Assessment</p>				
<p>24) Assess student fitness annually to promote student health.</p> <p>Population:All Students</p> <p>timeline:08/2017-06/2018</p>	<p>Principal Dean of Instruction District Specialists Teacher Department Chair Team Lead Teacher All P.E. and Health Teachers</p>	<p>Formative: Lesson Plans</p> <p>Summative: Fitness Results</p>				

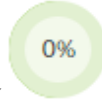
<p>25) Develop curriculum objectives in Health and Physical Education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels.</p> <p>(SB 891-Effective 9/01/2009)</p> <p>The nurse will be prepared with the basic Emergency items to take care of students if any injury occurs (Emergency Kits, Band-Aids, gloves, hand sanitizers, etc.</p> <p>Population: All students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal Dean of Instruction District Specialists Teacher Department Chair Team Lead Teacher All P.E. and Health Teachers</p>	<p>Formative: Updated Curriculum Framework</p> <p>Summative: Student Classroom Assessment Physical Fitness Assessment</p>				
<p>Funding Sources: 211 Title I-A - \$29,799.00</p>						



= Accomplished



= Continue/Modify



= No Progress







= Discontinue









Goal 2: The students at Edward Manzano, Jr. 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: UIL and TMEA contests and performance evaluations

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances</p> <p>Population: All students enrolled and participating in fine arts classes; fine arts teachers</p> <p>Timeline: 08/2017-06/2018</p>	All fine arts teachers and directors	Performance ratings, sign in sheets				
Funding Sources: 199 Local funds - \$14,043.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Fine Arts students and teachers will be provided professional development training annually</p> <p>Population: All students enrolled and participating in fine arts classes; fine arts teachers</p> <p>Timeline: 08/2017-06/2018</p>	All fine arts teachers and directors	Performance ratings, sign in sheets, evaluations				

<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>3) Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, this includes fine arts advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness</p> <p>Population: All students enrolled and participating in fine arts classes; fine arts teachers Timeline: 08/2017-06/2018</p>	<p>All fine arts teachers and directors</p>	<p>Performance ratings, audience/students reaction, evaluations, testing scores</p>				
<p>4) Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Population: 6-8 students and teachers Timeline: August 2017 - June 2018</p>	<p>Principal Assistant Principal Deans of Instruction District Specialists Department Chair Art Teachers</p>	<p>Formative: lesson plans, student work, progress reports, critiques</p> <p>Summative: portfolio evaluation, end of year exhibit.</p>				
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Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 2: To increase participation in athletic programs by 5%.

Evaluation Data Source(s) 2: Rank one student rosters will be evaluated.

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) To increase student- athlete's focus on academic excellence, while committing to practice sport skills each day, instruct campuses to develop tutorials to be scheduled in two different sessions . 7th and 8th graders must attend from 3:15-4:15 p.m. and then report to practice. Practice takes place after one hour of tutoring.</p> <p>Population: all athletes and coaches Timeline: 08/2017-06/2018</p>	<p>Curriculum dept administration Area Superintendents campus principal Campus Athletic coordinator</p>	<p>Progress reports Report cards Achievement records Practice attendance and evaluations</p>				
<p>2) To increase the number of student-athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student-athlete.</p> <p>Population: all athletes and coaches Timeline: 08/2017-06/2018</p>	<p>Area Superintendents Curriculum dept Campus principals campus counselors and date entry staff Athletic coordinator Athletic dept</p>	<p>Campus master schedules P.E. teacher/Coach class rosters and team rosters choice slips</p>				
<p>3) Middle school athletic teams will compete in their designated sport divisions and scheduled competitions and practices each year.</p> <p>Population: all athletes and coaches Timeline: 08/2017-06/2018</p>	<p>Athletic department Campus Athletic coordinators Campus principals Area Superintendents Finance departmentapproved budget</p>	<p>Sports schedules Transportation request Rank One scheduling tool</p>				







<p>4) Expand the number of teams at the middle school level for: tennis (boys and girls) and baseball teams (boys only) for all campuses. Population: All middle school students Timeline: October 2017 - February 2018</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Team rosters, Master Schedules Summative: Rank One Sport Information</p>				
<p>5) Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. Population: All Students Timeline: January 2017 - May 2018</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Presentation Schedules, Choice slips for athletic classes. Summative: increased Team and Class rosters on Rank One</p>				
<p>6) Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Population: All secondary students and incoming 6th grade students Timeline: May 2018</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Sign-in sheets Try-out reports, choice slips, master schedule Summative: Increased enrollment in Pre-Athletic Programs</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 3: Participation in Science Extra Curricular activities will increase by 10% for grades 6th through 8th.

Evaluation Data Source(s) 3: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus, district, regional, state, and international level. STEM Teachers will be provided with training to promote participation at the campus and district level for the Robotic Competition</p> <p>Population: Teachers and Student Fair Participants</p> <p>Timeline: 10/2017-03/2018</p>	<p>Science Fair Sponsors, Science Fair Coordinators, Administrators, Science Specialists, Department Chairs, STEM Teachers, Science Teachers</p>	<p>Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.</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 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 4: Participation in Social Studies extra-curricular activities will increase by 10% at all grade levels.

Evaluation Data Source(s) 4: Sponsor and Judges Sign-in Sheets, Student Entry Forms, Double Click Democracy Software

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Middle School teachers will be provided with professional development to promote the participation in Brownsville Kids Vote activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Population: All Teachers</p> <p>Timeline: 08/2017-06/2018</p>	Teachers, Department Chairs, Sponsors, Administrators, Social Studies Specialists	Teachers, Department Chairs, Sponsors, Administrators, Social Studies Specialists				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 5: To increase participation in Advanced Academics extra-curricular activities by 10%

Evaluation Data Source(s) 5: Judges, coordinators, and sponsors Sign-In sheets, Student Entry or Participation Forms

Summative Evaluation 5:





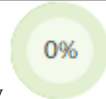

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games and UIL Academics.</p> <p>population: All students and teachers</p> <p>Timeline: 08/2017-06/2018</p>	<p>Teachers, Sponsors and/or Coaches, Campus Coordinators, Administrators, Advanced Academics Administrator, Advanced Academics Lead Teachers</p>	<p>Brainsville Inventions(6th-8th)- 10% increase in student participation at the district level. Chess(6-8) - 10% increase in student participation at the district, regional, state and national level. Destination Imagination(6-8) - 10% increase in student participation at the regional, state and Global level. Poet's Convention(6th-8th) - 10% increase in student participation at the district level. Stock Market Games(6-8) - 10% increase in student participation at the district level. UIL Academics(6-8) - 10% increase in student participation at the district and state level.</p>				
<p>Funding Sources: 199 Local funds - \$4,350.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 6: A minimum of 10 students per Math subject area will participate to compete in the City Math Meet.

Evaluation Data Source(s) 6: Trophies, Medals, and ribbons are awarded to winners.

Summative Evaluation 6:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) All MS and HS will receive BISD Math Meet invitation to participate. Math Specialists discuss ideas and strategies, competition rules, provide prior samples of test, and encourage full participation. Timeline: Population: All students</p>	<p>Math Specialists, Hosting campus personnel, and University math dept. personnel</p>	<p>High Schools create T-shirts for students. Quantity of participants. Awards and traveling trophy. Formative: Students will be selected to compete, based on classroom performance and teacher recommendation. Summative: Students will participate at the Math Meet in the Spring.</p>				
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Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 7: Every campus will send a Spelling Bee representative to the BISD Annual Spelling Bee help in February.

Evaluation Data Source(s) 7: Permission slips, sign in sheets, verification of participation forms.

Summative Evaluation 7:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle schools will participate in. Timeline: November 2017- February 2018 Population: All students</p>	<p>ELA Specialits, Hosting Campus personnel, ELA Administrator,PR Administrator</p>	<p>Spelling Bee results for district, regional and state levels.</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>						

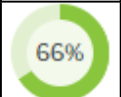
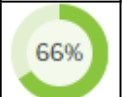
Goal 2: The students at Edward Manzano, Jr. Middle School will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 8: GT students will be encouraged and challenged to meet their full educational potential.

Evaluation Data Source(s) 8: Participation in extra curricular activities, permission slips, sign in sheets, verification of participation forms.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Manzano Middle School will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses Population: Gt students Timeline: July 2017- June 2018</p>	<p>Campus Admin; Curr &nstr; Adv Acad; GT Teachers; Area Admin</p>	<p>Formative: Campus GT plan; Student Identification; Master schedule; GT compliance reports Cluster Vertical Core Teachers Increase number of student nominations; Differentiated lesson plans; Summative: Increase number of students meeting advanced level on state/national tests</p>				
<p>2) Manzano Middle School will create a college going culture. We will promote post secondary education by providing information on a different college on a weekly basis. This will be done through morning announcements. In addition, teachers will be encouraged to wear university shirts every Thursday. Population: Gt students Timeline: July 2017 - June 2018</p>	<p>Campus Admin; Curr &nstr; Adv Acad; GT Teachers; Area Admin</p>	<p>Formative: Campus GT plan; Student Identification; Master schedule; GT compliance reports Cluster Vertical Core Teachers Increase number of student nominations; Differentiated lesson plans; Summative: Increase number of students meeting advanced level on state/national tests</p>				

<p>3) Implement District's Pre- AP/AP Plan Population: All secondary students Timeline: July 2017 - June 2018</p>	<p>Area Admin; Secondary Principals; Deans of Instruction; Curr &nstr; Asst Supt C& GT teachers; Pre AP/AP teachers; Campus Pre AP/AP Coor</p>	<p>formative: Master Schedule; Walk-Throughs; Campus Vertical Teams; Cluster Vertical Teams</p> <p>summative: Increase number of students successfully completing Pre AP/AP classes</p>				
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= Accomplished



= Continue/Modify



= No Progress





= Discontinue

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.





Performance Objective 1: Edward Manzano Jr. Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, 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 Middle School Dropout Rate.







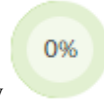

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Manzano Middle School will maintain a drop out level at less than .05%.</p> <p>The parental liaison will work closely with the attendance clerk monitoring students' absences. The parental liaison will conduct home visits to inform parents of attendance policies and failure to non-comply. In addition, parental liaison will inform parents about issues dealing with academics and discipline.</p> <p>At-Risk counselor will work with those youths that have been identified as "at-risk" in order to encourage good attendance and passing grades.</p> <p>Population: At-Risk Students, At Risk counselor, Dean</p> <p>Timeline: 08/2017-06/2018</p> <p>CNA Pg. 8, 10, 11, 14, 15</p>	<p>Principal; Dean; At-Risk Counselor; Parental Liaison; and CIS</p>	<p>Formative: eSchoolPLUS attendance Reports</p> <p>Summative: Achievement of Attendance Goals; Drop-out rates maintained at less than .05%; Decrease in SSI participation; Decrease in grade retentions.</p>				

<p>2) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p>	<p>Principal, Dean of Instruction, State Comp. Administrator, At-Risk Counselor.</p>	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports.</p> <p>Summative: STAAR, Retention Rate</p>			
<p>Timeline: September 15, 2017 - June 5, 2018</p> <p>CNA Pg. 8, 10, 11, 14, 15</p>		<p>Funding Sources: 162 State Compensatory - \$21,799.00</p>			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p>	<p>Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Pantry and clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate, Retention Rate</p>			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Monitor and recover students classified as dropouts on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Monthly District Dropout Recovery Meetings, and Weekly Campus Dropout Recovery Meetings in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: Dropout Rate and Attendance Rate</p>			
<p>Timeline: August 14, 2017-June 8, 2018</p>					

<p>5) Provide At-Risk/ Supplemental Transitional Counselor to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate. Population: Middle and High School AR Students Timeline: August 2017 - June 2018 (Daily)</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate Dual enrollment credits earned</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) The At-Risk Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: August 14, 2017-June 8, 2018 (Daily) CNA Pg. 8, 10, 11, 14, 15</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Dropout Rate, Attendance Rate, Retention Rate</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Core area teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR, MI, LEP, TI Timeline: August 14, 2017-June 8, 2018 (Daily) CNA Pg. 8, 10, 11, 14, 15</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>8) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: AR, TI, LEP, MI</p> <p>Timeline: July 1, 2017-June 8, 2018</p> <p>CNA Pg. 8, 10, 11, 14, 15</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Dropout Rate, and Retention Rate</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>9) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 14, 2016-June 8, 2018</p>	<p>Campus Administration, Administrator for Dyslexia Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>10) The Communities in School (CIS) Site Coordinator will provide case management services in order to improve at-risk student achievement, attendance, completion rate, and decrease the retention rates and dropout rate.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 14, 2017-June 8, 2018</p> <p>CNA Pg. 8, 10, 11, 14, 15</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR Results, Attendance Rate, Dropout Rate, Retention Rate</p>			



<p align="center">Critical Success Factors CSF 1</p> <p>11) Provide computer-based instruction in the foundation curriculum adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate and dropout rate. The online program Compass will be utilized to help achieve this goal.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 14, 2017-June 8, 2018</p> <p>CNA Pg. 8, 10, 11, 14, 15</p>	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR Results, Retention Rate, Attendance Rate, Dropout Rate</p>			
<p>12) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population Middle AR Students Timeline: August 1, 2017- June 8, 2018 (As needed)</p>	<p>Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Summative:STAAR Results, Retention Rate, Attendance Rate, Dropout Rate Benchmark Scores, Student Progress Reports</p>			
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>					









Goal 4: The students will be encouraged and challenged to meet their full educational potential.









Performance Objective 1: Increase the student attendance rates to 97% for Middle Schools

Evaluation Data Source(s) 1: Attendance Rates through use of District Attendance Monitoring form and Campus Visits by Pupil Services

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach will be included in all Campus Improvement Plans to address procedures, roles, and responsibilities on a daily basis.</p> <p>Population: *Campus Staff Attendance Personnel *BISD parents and community</p> <p>Timeline: * Daily input on eSchool * Funds dispersed every Six Weeks *Daily distribution of parent truancy notice letters</p> <p>Population: All Students, Piems Personnel, Administrators</p> <p>Timeline: 08/2017-06/2018</p>	<p>* Campus Administration, Teachers and Staff, * Pupil Services Staff, *PEIMS Staff</p>	<p>formative: * Pupil Services District Attendance Monitoring Visits, *PEIMS Reports of Attendance Weekly Rates * Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summmative: *PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				

<p>2) Training & Monitoring of campus staff, to ensure student attendance is consistently addressed to minimize unexcused absences and maximize instruction, will be provided for district staff. Population: *Campus Staff Attendance Personnel Timeline: *2015 Fall Semester *2018 Spring Semester</p>	<p>*Pupil Services Administrator and Staff, *PEIMS Administrator and Staff, *Campus Administration and Staff, *BISD Notary for Sworn Affidavits, *Technology Department</p>	<p>Formative: *ERO Session Evaluation Report School Messenger Notification System Reports, *eSchool Attendance Reports, *District Attendance Monitoring forms, *Truancy Court Sworn Affidavits filed, Summative: *PEIMS Districts and Campus Attendance Percentage Rate Reports</p>			
<p>3) Distribution of Campus Incentives and Awards will be available every six weeks for 6-8th graders who meet the District Student Attendance Goals. Population: *Campus 6-8th grade students Timelines: * The week after every six weeks grading period ends</p>	<p>*Superintendent *CFO, *Asst. Super for Support, *Pupil Services Administrator, *PEIMS Administrator, *Campus Principals</p>	<p>Formative: *Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Summative: *PEIMS District Attendance Percentage Rates</p>			
<p>4) Contacting parents of students with excessive unexcused absences and providing Truancy Court Warning Letters will be done during District Truancy Sweeps for selected Middle Schools each semester to assist campuses in improving attendance rates. Population: *BISD Parents and Students *Campus Attendance Personnel Timelines: * 2017 Fall Semester *2018 Spring Semester</p>	<p>*Pupil Services Administrator and Staff, *PEIMS Administrator and Supervisors, *Campus Administration *BISD Police Officers</p>	<p>Formative: *Pupil Services Sign-In Sheet *Chart of Results from Truancy Sweep Summative; Increased student attendance</p>			
<p>5) Training and Implementation of new TSDS statewide system for Student Accounting will be provided for District staff. Population: *BISD Campus Attendance Personnel Timelines: *2017 Fall Semester</p>	<p>*PEIMS Administrator *Campus Administrator</p>	<p>*PEIMS Sign-In Sheets *PEIMS Reports *ERO Session Evaluation Report *PEIMS Reports</p>			





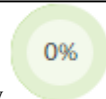

<p>6) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses) as mandated by HB5. Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2017 - June 2018</p>	<p>Health Services Administrator (edited by Health Administrator)</p>	<p>Formative: Six weeks reports Summative: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p>				
<p>7) In an effort to promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2017 to June 2018</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers</p>	<p>Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results increase CATCH Binder end of year evaluation</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: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 2: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses) as mandated by HB5. Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2017 - June 2018	Health Services Administrator (edited by Health Administrator)	Formative: Six weeks reports Summative: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.





Performance Objective 1: Discipline referrals (office referrals, removals and expulsions) to Brownsville Academic Center and Juvenile Justice Alternative Education Program (JJAEP) will decrease by 5%.









Evaluation Data Source(s) 1: The following departments (Pupil Services, Police and Security Services, Health Services, Guidance and Counseling Services and Special Services) will determine the success of each strategy as per recommended documentation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures which includes ISS, OSS, or placement in a DAEP.</p> <p>Population: All students</p> <p>Timeline: August, 2017-- June, 2018</p>	<p>Pupil Services, Campus Adm., Campus Staff, Parental Involvement, Public Info.</p>	<p>Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms,</p> <p>Summative: Discipline Referrals</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) . Involve appropriate campus personnel in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD.</p> <p>Population: All Students</p> <p>Timeline: August 2017-June 2018</p>	<p>JJAEP rep., Pupil Services, Guidance and Counseling, Campus Administrator, Campus Counselor, At-Risk Counselor</p>	<p>Formative JJAEP Transition Forms</p> <p>Summative Counseling Logs</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Develop and maintain an Emergency Operations Plan at Manzano Middle School. *Plan must be multi-hazard in nature *Must be reviewed and updated annually by the campus safety and security committee. *Safety drills must be practiced as per BISD Police Dept. *Provide student, staff, and parent training in the areas of school safety and emergency management. *Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus.</p> <p>Population: All Students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Campus Faculty and Staff, BISD Police and Security, Parental Involvement</p>	<p>Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes.</p> <p>Summative Office Log-in Binders, Security Checks, Log of Sex Offenders Searches, Evaluation Sheets</p>			
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<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Place and assign security officers throughout the year at each elementary, middle and high school. A Police Officer will be stationed at Manzano Middle School. Campus Officers and Counselors, when possible, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <ul style="list-style-type: none"> *Gang Awareness *Bullying/harassment *Dating Violence *Unwanted physical/verbal aggression *Sexual Harassment *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen Community Emergency Response Team (CERT) *Truancy *Emergency Operations Plan (EOP)- Safety Procedures <p>Population: All Students</p> <p>Timeline: August 2017-June 2018</p>	<p>Guidance and Counseling, Parental Involvement</p>	<p>Counselor Logs, Referral Forms</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students</p> <p>Timeline: August, 2017 - June, 2018</p>	<p>Principals, Counselors, Guidance and Counseling</p>	<p>Student sign-in sheets, Counselors' logs, Audits, Evaluation sheets, Training sign-in sheets.</p> <p>Student academic progress, Discipline referrals</p>			
<p>Funding Sources: 199 Local funds - \$800.00</p>					

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Assistance in the planning and execution of the overall health program at the District and campus level in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (nurses) . In addition, the safety and discipline of the student will also be addressed. Part of the safety requirements is that the nurse have first aid supplies and other items necessary to provide services as required by the district and as needed on a student to student basis</p> <p>Population: Title I-A Special Projects Nurse (District) and Campus Nurses</p> <p>Timeline: July 1, 2017 - June 30, 2018</p>	<p>Health Services Administrator, Special Programs Administrator, and Federal Programs Administrator</p>	<p>Nurse Time and Effort reports will clearly show that the students immediate health concerns are being addressed.</p> <p>Improved report card grades and increased student attendance rates.</p>				
<p>Funding Sources: 211 Title I-A - \$5,000.00, 199 Local funds - \$500.00</p>						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Review of all proposed discretionary and mandatory removals of all special education students will be done by Special Services and BAC administration.</p> <p>Population: All special education students</p> <p>Timeline: July 1, 2017 to June 30, 2018</p>	<p>Special Services administration, BAC administration</p>	<p>BAC packet checklist forms with approval from both BAC and Special Services.</p> <p>Decrease in the number of special education students removed to BAC.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						





Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, 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.

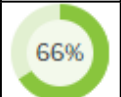
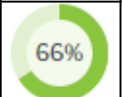
Performance Objective 1: There will be a 10% increase of parents involved in Manzano Middle School parental involvement activities during each school year.



Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores
Strategy Description TITLE I Staff









Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Federal Programs will continue to fund Parent Trainers and Parent Liaisons for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Population: Parents and students Timeline: 08/2017-06-2018	Administration	Formative: Parent Meetingr Documentation: Campus Visitation Reports Weekly Reports Contact Logs Monthly Calendar Peer Review Audits Summative: Increased Parent Participation Rates Training Session Evaluations STAAR/EOC Results Attendance Rate Discipline Referrals				
Funding Sources: 211 Title I-A - \$23,111.00						

<p align="center">Critical Success Factors CSF 2 CSF 4</p> <p>2) 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: Staff, parents, and students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal Parent Liaison</p>	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p> <p>Summative: STAAR/EOC Results Attendance Rate Discipline Referrals</p>			
<p>Funding Sources: 211 Title I-A - \$400.00</p>					
<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 District Improvement Plan</p> <p>Population: Parents, Students</p> <p>Timeline: 08/2017-06-2018</p>	<p>Principal Parent Liaison SBDM/LPAC Committees</p>	<p>Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campuses S-P-S Compacts DIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations DPAC, LPAC and SBDM Meeting minutes STAAR/EOC Results Attendance Rate Discipline Referrals</p>			

<p>4) Capitalize and recognize district community resources by creating partnership agreements all stakeholders. 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: Students and Parents</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal Parent Liaison</p>	<p>Formative: MOU's/Agreements Authority to Volunteer Clearance Forms Volunteer Sign-in Sheets Summative: Increased Partnerships and Parent Volunteers by 5% STAAR/EOC Results Attendance Rate Discipline Referrals Discipline Conflict Resolution Parents as Mediators Technology Stress Management The importance of Reading Goal Setting Self Esteem and Bullying Strengthening Communication Health and Nutrition Related Sessions Provide Adult Workforce Readiness Program; Literacy and job seeking opportunities Case Management and Social Services</p>			
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<p>5) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Effective teaching strategies -Health Education-Families in Training -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) <p>Building Capacity: College Readiness, Technology Drop-out and Violence Prevention - New Horizons Community agencies / organizations Discipline Conflict Resolution Parents as Mediators Technology Stress Management The importance of Reading Goal Setting Self Esteem and Bullying Strengthening Communication Health and Nutrition Related Sessions Provide Adult Workforce Readiness Program; Literacy and job seeking opportunities Case Management and Social Services.</p> <p>In order to efficiently provide these presentations to the community, it is vital that our Parent Liaison has the appropriate equipment to make presentations. The equipment consists of a laptop and a projector. The laptop will also need the appropriate software required for proper operation.</p> <p>Population: Parents</p> <p>Timeline: 08/2017-06/2018</p>	Specialists Parent Liaison Special Services Administrator, Family Center Staff and Department Staff	Formative: Parent Trainer Monthly Calendar Special Services Monthly Calendar Public Service Providers List Flier Agenda Sign-in Sheets Summative: Training Session Evaluations Meeting Minutes Increased Parent Attendance Sp. Services Dept. Analysis of parental concerns by campus- The Family Center Screening Tool STAAR/EOC Results Attendance Rate Discipline Referrals			
		Funding Sources: 211 Title I-A - \$1,081.00			



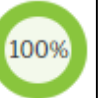



<p>6) Manzano Middle School Parent Liaison will invite parents to a Parent Volunteer Orientation for all campus volunteers or accompanying parents and for any parents wanting to be a volunteer. Volunteer Guidelines, procedures and rules will be explained to parents.</p> <p>Population: parents</p> <p>Timeline: 08/2017-12/2018</p>	<p>Principal and Parent Liaison</p>	<p>Formative: Invitation, Sign In sheets, Agenda, Brochures and handouts, Authority to Volunteer Clearance Form</p> <p>Summative: Evaluations, Minutes Title I-A Parental Involvement compliance checklist STAAR and EOC Results Attendance Rate and Discipline Referrals</p>				
<p>7) Parent Liaison will prepare documents for Truancy Cases depending on the attendance of a student and file such forms with Pupil Services. parent Liaison will attend court hearings on Truancy Cases.</p> <p>Population: Students and parents, Courthouse personnel</p> <p>Timeline: 09/2017-05/2018</p>	<p>Principal Parent Liaison Attendance Clerk Pupil Services Superintendent's Office</p>	<p>Formative: Campus attendance monitoring checklist, attendance notice, attendance contract, court warning notice, complaint, parent contributing to non attendance</p> <p>Summative: Attendance Records Mileage Log Cash Payment Form Title I-A parental Involvement Compliance Checklist STAAR and EOC results Attendance Rate, and Discipline Referrals</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						







Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary 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: PBMAS Report







Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Population: Migrant Office staff</p> <p>Timeline: August 2017</p>	Migrant Service Coordinator	<p>Formative: Meeting Agenda and Session Evaluation.</p> <p>Summative: Student ID&R numbers Migrant Recruiter & clerks certificate of attendance.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) The migrant NGS clerk and the campus migrant clerk 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.</p> <p>Population: NGS Data, Clerks Migrant, Campus Clerks</p> <p>Timeline: August 2017</p>	Migrant Service Coordinator (MSC)	<p>Formative: NGS Certificates</p> <p>Summative: Region I Audit Report Correctly enter dates w/o errors.</p>				







<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) The Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action to systemically and thoroughly to identify migrant students and their families.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: July 1, 2017 -- June 30, 2018</p>	<p>Recruiters; Migrant Secretary ; Data Entry Clerk; Computer Operator; New Generation System (NGS) Clerks; Campus Migrant Clerks; Clerical Assistant; Reviewers; and MSC</p>	<p>Formative: ID&R Reports</p> <p>Summative: NGS Maximum Enrollment Report Promotion Continuity of Services</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>4) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: MDC; Migrant Teachers; Campus Clerks; Computer Operator; Parent Liaison; Data Entry Clerk; NGS Systems Clerks; and Secretary</p> <p>Timeline: 08/2017-06/2018</p>	<p>Principal; Migrant Teacher; Migrant Clerk</p>	<p>Formative: Professional Leaves, PRs, and Certificates of Attendance</p> <p>Summative: Improved student performance Documented ERO- Cross training of staff not attending events to ensure complete program training.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>5) The required Out of School Youth Survey will be used to document the current location of the identified migrant student to ensure that supplemental services are provided to all qualifying children.</p> <p>Population: Migrant Students</p> <p>Timeline: July 1, 2017-June 30, 2018</p>	<p>Principal; Migrant Teacher; Migrant Clerk</p>	<p>Formative: EOY Binder ,PO-3 Lists,Meeting Agendas,Home Visitation Logs</p> <p>Summative: Decrease in OSY NGS.</p>				







<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>6) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2017- June 2018</p>	<p>Migrant Funded: Recruiters; Data Entry Clerk; NGS Clerks; Campus Migrant Clerks; Computer Operator; PEIMS Data Clerk; and MSC</p>	<p>Formative: Terminal Site Log Telephone Log Meeting Agendas</p> <p>Summative: PBMAS Report Correctly coded migrants on NGS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>7) 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.</p> <p>Population: PFS and non-PFS Migrant Students</p> <p>Timeline: August 2017- June 30, 2018</p>	<p>Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Formative: PFS Monthly Monitoring Tool</p> <p>Summative Fewer PFS students are identified due to increased performance.</p>				<p>Funding Sources: 212 Title I-C (Migrant) - \$18,452.00</p>

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>8) All migrant students will receive grade appropriate school supplies 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. Migrant students will be provided with desktops in Migrant Classroom for personal use on school assignments.</p> <p>Population: Migrant Students and PFS Students</p> <p>Timeline: August 2017 -- June 30, 2018</p>	<p>Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>Formative: Bi-Tech System 212 Justification form</p> <p>Summative: On-time promotion and on-time graduation.</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$690.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 2017 - May 2018</p>	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Formative: Meeting agendas</p> <p>Summative: Timely placement into Interventions</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$3,000.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>10) In order to 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. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: Migrant students; Timeline: August 2017-May 2018</p>	<p>Migrant Teacher (.33 FTE); Migrant Clerk</p>	<p>Increased academic performance</p>				
<p>11) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: March 20, 2018</p>	<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>				
<p>12) All Migrant students 6th-8th Gr. STARR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Afterschool tutorials are offered to migrant students to recover skills. Population: 6-8th grade Migrant Students timeline:10/2017-05/2018</p>	<p>Campus Principals Counselors Core Subject Teachers Migrant Campus Clerk</p>	<p>Formative: STARR Remediation Enrollment Lists NGS STARR Report Benchmark Results Summative: Current State Assessment Test Results</p>				<p>Funding Sources: 212 Title I-C (Migrant) - \$200.00</p>

<p>13) The Migrant students and their parents will attend the Middle School Migrant Leadership Conference in order to expand their leadership skills.</p> <p>Population: Migrant Students and their parents</p> <p>Timeline: February 2018</p>	<p>DMC Campus Migrant Clerk Migrant Parent Liaison MSC</p>	<p>Formative: Flyers Agenda and Participants Survey</p> <p>Summative: Conference Evaluations Sign-In Sheets w/student signatures & NGS numbers</p>				
<p>14) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer Program.</p> <p>Population: Migrant students</p> <p>timeline: 06/2017-07/2018</p>	<p>Migrant Campus Clerks CIS Case Managers</p>	<p>Formative: Eligibility Forms Attendance Sheets Weekly Assessments Participants Survey</p> <p>Summative: Completion Reports End of Program Assessment Results</p>				
<p>15) The campus migrant clerk will provide supplemental support to the PFS and migrant students 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 107-110) Section 1301-1309.</p> <p>Population: Migrant Students</p> <p>Timeline: 08/2017-06/2018</p>	<p>Campus Principals Migrant Campus Clerks Migrant Teachers</p>	<p>Formative: Job Description Position Control Forms</p> <p>Summative: Completed Personnel Assurance Forms Job Evaluation</p>				<p>Funding Sources: 212 Title I-C (Migrant) - \$10,925.00</p>

<p>16) Campus Migrant Clerk will conduct 2 meetings during the school year: one in the Fall and one in the Spring to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served to encourage parental participation.</p> <p>Population: Migrant Parents</p> <p>Timeline: 10/10/2017-04/20/2018</p>	<p>Migrant Campus Clerk</p>	<p>Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations</p>				
<p>17) In order to experience and develop good study skills and practice positive social engagement within the school community the middle school migrant students will participate in weekly Homework Help Sessions. Part of the plan includes being having desktops with headphones to assist with projects and other homework assignments. In addition, a printer and ink cartridges will be purchased so that migrant students can print and work on projects/homework. Population: Middle School Migrant and PFS students Timeline: September 2017-May 2018</p>	<p>Sp. Programs Administrator Campus Principal Migrant Funded: Tutorial Teacher Migrant Teacher- 3FTEs- Campus Migrant Clerk DMC MSC</p>	<p>Increase academic and test performance EOY Promotion Rates Decrease in Dropout rate PBMAS</p>				
<p>18) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2018</p>	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on- time graduation</p>				

<p>19) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: Migrant Students Migrant Parents Timeline: August 2017- June 2018</p>	<p>Sp. Programs Administrator MSC DMC</p>	<p>Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</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 8: Our vision for technology is to have all district stakeholders 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: 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

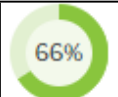

- Evaluation Data Source(s) 1:**
- 1)EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebooks/-Tech. Application TEKS STAR Chart
 - 2)STaRchart Survey Results,PDAS,,ERO Summary Report
 - 3)ERO Summary Report, PDAS, STAR Chart Survey
 - 4)Texas STaR Chart Survey Results
 - 5)Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

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

<p>1) The District will increase the accessibility for all students in technology based instruction across all subject areas. Students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. Students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. In order to facilitate this strategy, Manzano Middle School will need to have additional desktops specifically dedicated for student use, laptops to replace non-functional existing equipment, teacher desktops, Smart Boards, NSpire Calculator Navigator Systems, a Mobile Calculator docking Cart for the nSpires and two charging carts for tablets.</p> <p>Administrators will also get new laptops and a desktop for the Dean of Instruction as their hardware is obsolete and require new equipment to support latest software. All software necessary for proper operation will be purchased separately for all new computer purchases. Printers and ink cartridges will also be purchased so that teachers can print teacher made assessments for student progress monitoring throughout the year. Lessons and activities will be printed in order to meet the higher order STAAR Ready Material assessments. Replacement bulbs for overhead projectors are required to ensure continuous use of equipment. The new equipment will enhance teacher instruction and the learning experience for all students.</p> <p>August, 2017- June 2018</p>	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Principals Teachers</p>	<p>Formative: 1. Benchmarks 2. Classroom projects 3. Student competitions</p> <p>1. Test scores 2. End of Year grades 3. Electronic portfolios</p> <p>Summative: Increases Scores in STAAR/EOC, TELPAS</p>				
<p>Funding Sources: 211 Title I-A - \$64,576.00, 199 Local funds - \$5,525.00</p>						
<p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas and the Technology Teacher Trainers will provide training and support for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>August, 2017- June 2018</p>	<p>Tech Services Technology Teacher Trainers Professional Development Adm. Principals Teachers Tech 21 teachers Campus TST</p>	<p>Formative: 1. ERO 2. PDAS 3. Certificates of completion</p> <p>1. Administrative walkthroughs 2. Application Management Reports 3. Star Chart Survey</p> <p>Summative: Increased scores in STAAR/EOC, TELPAS</p>				

<p>3) Teachers will be trained and use technology in the classroom in order to vary the delivery of instruction using mobis and clickers. Teachers will also learn to modify assessments through scanning, demonstrating problem-solving to whole group using Elmos, projectors, and printers for students' online work. Students will also be able to lead classroom instruction using this technology.</p>	<p>Principal Dean of Instruction Area Assistant Superintendents Administrator for Special Programs District Specialists Teacher Department Chair Teachers</p>	<p>FORMATIVE: ERO Attendance Report Certificates Walkthroughs Teacher Observations Lesson Plans SUMMATIVE: STAAR TELPAS TALA Diagnostic Tests</p>			
<p>Integrate STAAR oriented computer software such as TMSDS/Holt/Webcatt, Mobi Pads, Elmos, Clickers Model EV-2000AF Projector, Scanners, Smart boards, Laptops, Computers, Printers, computers charging station, light bulbs for projectors, Kuta Software, Think Through Math program, and Microsoft Software for new Desktop Computers and Lap tops. Science teachers will also implement the use of the Ignite Torch to utilize animated features that will grab the attention of even the most reluctant learners. Also, science teachers will have access to a Go Wireless pH Teacher Pack and a Wireless Temperature Teacher Pack to facilitate lab assignments.</p> <p>Population: All Students: Regular Students Sped. Ed. Students Bilingual Students At Risk Students Dyslexia Students PreAp Students G/T Students Migrant Students And Teachers Timeline: 08/2017-06/2018</p>	<p>Funding Sources: 211 Title I-A - \$7,693.00, 199 Local funds - \$600.00</p>				

<p>4) Manzano MS will purchase lab supplies and consumables (i.e.- printer ink for printing of projects, printer paper, construction paper, tag board, map colors, fingerprint powder, drill bits, balloons, etc) to provide students with all the supplies and materials for all Career Portal modules that the students need. These experiences will increase student knowledge of all careers available for them to choose from.</p> <p>Population: All Students</p> <p>timeline: 08/2017-06/2018</p>	<p>CTE 8th Grade Teacher Administration Campus Secretary</p>	<p>Formative: Students will utilize PITSCO LAB supplies to engage in project, group learning and career oriented activities.</p> <p>Summative: Students will successfully complete career module rotations and acquire knowledge of which career interests them and help them plan for a high school career pathway.</p>				
<p>Funding Sources: 211 Title I-A - \$23,000.00</p>						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 1: Manzano Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2017-June 2018	District Administration Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: December 2017 to June 2018	District Administration Campus Administration Facilities and maintenance staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 2: The District will involve representatives of all stakeholders in creating a description/specifications for the multi-purpose Performing Arts Center for use by all campuses and programs to host district events by June 2018. (Board Goal 2) [DEIC added 12-6-2017]

Evaluation Data Source(s) 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all stakeholders. [DEIC added 12-6-2017]

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) The District will create a Multi-purpose/performing arts center committee including representation from all appropriate stakeholders to meet to develop the plan. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration Facilities and maintenance staff	Plan to be used to move forward with the design and funding of a multi-purpose center Formative: committee agendas and minutes Summative: Plan of design for use to establish funding				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 1: The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings. [DEIC added 12-6-2017]

Summative Evaluation 1:

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers. [DEIC added 12-6-2017]

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports				
2) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports				
3) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports				

4) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports	→			
5) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports	→			
6) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports	→			
7) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports	→			
8) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017-June 2018	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures reports compared CIP Summative: End of year expenditure reports	→			
= Accomplished = Continue/Modify = No Progress = Discontinue						






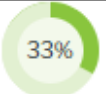

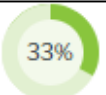




Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 3: Manzano Middle School will commit to a balanced budget which includes improved compensation for 100% of teachers

Evaluation Data Source(s) 3: Compensation plan including improved funding for teachers.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018	CFO HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
2) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018	CFO HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
3) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018	CFO HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
4) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018	CFO HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				

<p>5) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018</p>	<p>CFO HR Administration</p>	<p>Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p>			
<p>6) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018</p>	<p>CFO HR Administration</p>	<p>Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p>			
<p>7) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018</p>	<p>CFO HR Administration</p>	<p>Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p>			
<p>8) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: High poverty/ high minority; low performing campuses students. Timeline: December 2017 to June 2018</p>	<p>CFO HR Administration</p>	<p>Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p>			
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>					

Goal 11: All BISD programs and campuses 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. (Board Goal 4) [DEIC added 12-6-2017]

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Manzano Middle School will promote the history and origins along with current accomplishments or our campus weekly through the website and media venues. Population: Manzano MS Stakeholders Timeline: December 2017-June 2018	Campus Administration	Formative: Campus Newsletter Summative: Submissions to district regarding campus/student accomplishments.				
2) Manzano Middle School will designate a PIO contact to provide feature articles, current and prior students/parents/staff recognition, co/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: December 2017-June 2018	PIO Campus Administration	Campus Newsletter and submissions to PIO				
3) All departments and campuses will update websites at least monthly including showcasing student and community activities Population: BISD Stakeholders Timeline: December 2017-June 2018	PIO Campus Administration	Campus website will be updated on a monthly basis. Formative: TST checklist of changes made to webpage Summative: submissions via newsletter and district webpage.				
4) All departments and campuses will update websites at least monthly including showcasing student and community activities Population: BISD Stakeholders Timeline: December 2017-June 2018	PIO Campus Administration	Campus website will be updated on a monthly basis. Formative: TST checklist of changes made to webpage Summative: submissions via newsletter and district webpage.				
= Accomplished = Continue/Modify = No Progress = Discontinue						







Goal 11: All BISD programs and campuses 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. (Board Goal 4) [DEIC added 12-6-2017]

Performance Objective 2: The District will pursue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments. (Board Goal 4) [DEIC added 12-6-2017]

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Manzano Middle School will provide information through various media on the District of Innovation Plan Population: District Stakeholders Timeline: December 2017-June 2018	PIO District Administration	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings Formative: list of media distribution of information and questions asked at presentations/public venues Summative: passing of DOI by Board and approval of revised district calendar.				
2) Manzano Middle School will provide information through various media on the District of Innovation Plan Population: District Stakeholders Timeline: December 2017-June 2018	PIO District Administration	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings Formative: list of media distribution of information and questions asked at presentations/public venues Summative: passing of DOI by Board and approval of revised district calendar.				
3) Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline December 2017-June 2018	DEIC subcommittee Administration	Formative: Draft calendars Summative: Adopted Calendars				
4) Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline December 2017-June 2018	DEIC subcommittee Administration	Formative: Draft calendars Summative: Adopted Calendars				

<p>5) Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline December 2017-June 2018</p>	<p>DEIC subcommittee Administration</p>	<p>Formative: Draft calendars Summative: Adopted Calendars</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>						

State Compensatory

Budget for Manzano Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6119-01-055-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$119,308.00
162-11-6118-00-055-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$10,653.00
162-11-6118-00-055-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$4,727.00
162-11-6118-00-055-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$5,915.00
162-11-6119-00-055-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,974.00
162-13-6119-31-055-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,588.00
162-31-6119-31-055-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$81,277.00
6100 Subtotal:		\$401,442.00
6200 Professional and Contracted Services		
162-11-6249-00-055-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-11-6299-00-055-Y-30-0K2-Y	6299 Miscellaneous Contracted Services	\$1,500.00
162-32-6299-00-055-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
6200 Subtotal:		\$27,136.00
6300 Supplies and Services		
162-11-6395-00-055-Y-30-0K2-Y	6395 Supplies, DP Operations - Locally Defined	\$900.00
162-11-6396-00-055-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$1,380.00
162-11-6399-00-055-Y-30-0K2-Y	6399 General Supplies	\$6,805.00
6300 Subtotal:		\$9,085.00

6600 Capital Outlay Accounts		
162-11-6649-62-055-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$11,500.00
6600 Subtotal:		\$11,500.00

Personnel for Manzano Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esmeralda Salazar	Dean of Instruction	State Compensatory	1
George Saldana	Teacher	State Compensatory	.5
Lizabeth Carmen	Social Studies	State Compensatory	.5
Luis Sandoval	Social Studies	State Compensatory	.5
Lynda Rodriguez	At-Risk Counselor	State Compensatory	1
Sara Robles	History	State Compensatory	.5

Title I

Schoolwide Program Plan

Manzano Middle School's Schoolwide Program Plan encompasses input from all stakeholders. The plan calls for proactive activities that will benefit students, parents, teachers, and administrators. Ultimately our plan will include instructional strategies that are researched based and proven to provide positive academic results for the students at Manzano Middle School. (1.1.4), (1.1.5), (1.1.6), (1.1.7), (1.1.9), (1.1.11), (1.1.16), (2.1.3), (2.1.4), (2.3.2), (2.6.1), (5.1.6), (7.1.1), (7.1.5), (8.1.5),

Ten Schoolwide Components

1: Comprehensive Needs Assessment

While Manzano Middle School has maintained a high level of success, there is room for improvement. Specifically, our campus needs to show academic growth with all special population groups. The students that do not fall under any specific identified group also needs to show gains in all tested areas as our students have remained at the same levels for the past two years. Consequently, our needs reflect the areas that are targeted for growth. While our special populations need to make gains, our general education students also need improvement in all areas. Rigor in instructional delivery and resources used along with the incorporation of technology need to be utilized by all teachers so that our students are prepared for Early College High School life.

(1.1.3), (1.1.6), (1.1.11), (1.1.14), (1.1.19)

2: Schoolwide Reform Strategies

The teachers at Manzano Middle School will work collaboratively both vertically and horizontally. Teachers will be provided with opportunities to plan vertically twice a year. Both times teachers will review data to determine effectiveness of lesson plans and to review benchmark data to modify tutorial lists. In addition, teachers will be provided with professional development that focuses on research based strategies that provide positive results for all student populations. Special Education, Bilingual Education, and Dyslexia Teachers will all be included in Core department meetings to ensure that content specific information is disseminated to all pertinent parties that are responsible for providing quality instruction.

(1.1.14), (1.1.16)

3: Instruction by highly qualified professional teachers

All teachers at Manzano Middle School are highly qualified to teach the subject matter that is currently assigned to them. Those that require additional certification are placed on emergency plan provided they will become certified prior to the beginning of the new school year. Teachers also have required GT and AP credit hours. (1.1.4), (1.1.5), (1.1.10), (1.1.11),

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

All staff members receive district required professional development throughout the school year. Additional professional development is provided based on campus needs as determined by administrators and teachers. BISD also provides professional development to meet State and Federal Mandated Requirements. Furthermore, professional development is also a major component from the Texas Literacy Initiative Grant and the I3 Grant. Parents also receive training sessions at least once weekly by the Parental Involvement Program, Texas Literacy Initiative Teacher Specialist, and the Migrant Department.

((1.1.3), (1.1.4), (1.1.5), (1.1.6), (1.1.7), (1.1.13), (1.1.16)

5: Strategies to attract highly qualified teachers

Manzano Middle School is a new, state-of-the-art campus. This is a key factor in enticing teachers to want to apply for vacancies at our campus. In addition, Manzano Middle School has limited discipline problems and this attracts teachers to our campus. Furthermore, our teachers are provided with ample opportunities to earn extra money through coaching, club sponsorship, and tutoring.

(1.1.2), (1.1.8)

6: Strategies to increase parental involvement

Manzano Middle School hosts weekly parental involvement meetings and focuses on strategies that are of great interest to our students' parents. School Messenger is used to ensure that the majority of the parents are reached with notice of weekly meetings. Our Parent Liaison also encourages parents to volunteer at each weekly meeting. There are other opportunities for parents to participate with school activities. For instance, Manzano hosts Meet the Teacher Night, Literacy Night, Open House in the Fall and Spring, Band and Choir Concerts, Dance Recitals, Science and History Fairs, Athletic events, etc.

(3.1.1), (3.1.7), (2.1.6), (2.2.8), (2.2.14), (2.4.1), (2.5.1), (2.6.1)

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

Our campus is a middle school therefore we host the Summer Bridge program. Fifth grade students transitioning to middle school have an opportunity to attend the Summer Bridge program to become familiar with our campus and our teachers. "Sparty" Night is also hosted in the Spring so that 5th grade students, zoned to our campus, are exposed to the campus and all the extra curricular activities that our school offers.

(1.2.1)

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

Special population students have IEPs that are developed based on academic data such as school work and results from the STAAR exams. Manzano Middle School also prepares plans for all students using data retrieved from Eduphoria, TANGO, and teacher observation. Plans are examined and modified based on student need or success. This is done for all core subjects, however, teacher input is gathered from all other subjects too.

(1.1.3), (1.1.11), (1.1.13), (1.1.14)

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

Tutorial sessions begin the third week of school. This is provided for all at-risk students in the 8th grade. The other students and grade levels are provided afterschool tutorials in October and continue through the end of April. Students that meet specific criteria also also placed on a Response to Intervention Plan in tiers I-III. These plans are monitored to ensure that students receive appropriate accommodations or referrals for diagnostic testing. The purpose of such testing is to ensure that students are placed in the least restrictive environment where they can be successful.

(1.1.6), (1.1.19), (3.1.2), (3.1.6)

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

Manzano Middle School will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, and State Special Education are used to maximize instructional programs available on campus.

Manzano Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the 4th week of school. Tutorials will be offered during the week and on Saturdays as needed. The campus will also utilize State Compensatory Education funds to provide instructional supports via personnel, instructional materials, software, contracted services, capital outlay, and consulting services.

(1.1.2), (1.1.6), (1.1.19), (3.1.2), (3.1.6)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Auroroa Larrazolo	Dyslexia Aide	Title I	1/\$21799
Juana Cruz	Library Aide	Title I	1/\$23801
Lalitha Narasimhan	Nurse	Title I	.4/\$23,384
Rosaura Cedillo	Parent Liaison	Title I	1/\$21648

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Antonio Balboa	6th Grade Science Teacher
Administrator	Marisol Trevino	Campus Principal
Administrator	Esmeralda Salazar	Dean of Instruction
Administrator	Melody Middleton	Assistant Principal
Administrator	Norma Jean Frausto	Assistant Principal
Counselor	Feliciano Mata	8th Grade Counselor
Classroom Teacher	Laura Martinez	8th Grade Reading Teacher
Classroom Teacher	Miguel Fuentes	Special Education Teacher
Classroom Teacher	Felipe Montalvo	Physical Education/Coach
Classroom Teacher	Jose Cedillo	Technology/Electives
Classroom Teacher	Michelle Longoria	Math Teacher
Business Representative	Sylvia Murphy	Met Administrator
Parent	Guadalupe Rodriguez	Parent Volunteer
Parent	Mireya Perez	Parent/Volunteer
Classroom Teacher	Martha Morales	ELA Teacher
Student	Gianelli Velazquez	student
District-level Professional	Dr. Dora Saucedo	Area Superintendent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute	199-13-6112-00-055-Y-99-000-Y	\$2,500.00
1	1	2	Substitute	199-13-6112-00-055-Y-99-054-Y	\$135.00
1	1	2	Miscellaneous Operating Costs	199-13-6499-53-055-Y-99-000-Y	\$800.00
1	1	2	Miscellaneous General Supplies	199-23-6399-00-055-Y-99-000-Y	\$500.00
1	1	2	MS Extra Duty Pay/Overtime-Sup PE	199-23-6121-08-055-Y-99-000-Y	\$200.00
1	1	2	Extra Duty Pay/OT	199-51-6121-00-055-Y-99-000-Y	\$120.00
1	1	2	Contracted Maintenance/Building	199-51-6249-00-055-Y-99-000-Y	\$1,500.00
1	1	2	Supplies for Maintenance/Building	199-51-6315-00-055-Y-99-000-Y	\$14,000.00
1	1	2	Maintenance General Supplies	199-51-6399-00-055-Y-99-000-Y	\$2,000.00
1	1	2	Extra Duty OT	199-51-6121-47-055-Y-99-000-Y	\$200.00
1	1	2	General Supplies	199-11-6399-00-055-Y-11-000-Y	\$1,000.00
1	1	2	Transportation	199-11-6494-00-055-Y-11-000-Y	\$700.00
1	1	2	Leases/General Supplies	199-11-6399-51-055-Y-11-000-Y	\$2,000.00
1	1	2	Operating Leases	199-11-6269-13-055-Y-11-000-Y	\$17,300.00
1	1	2	First in Texas-General Supplies	199-11-6399-16-055-Y-11-000-Y	\$1,200.00
1	1	3	Supplies and Materials	199-11-6398-56-055-Y-11-000-Y	\$650.00
1	1	3	General Supplies	199-11-6399-56-055-Y-11-000-Y	\$8,000.00
1	1	3	General Supplies	199-11-6399-57-055-Y-11-000-Y	\$200.00
1	1	3	Copy Paper	199-11-6396-00-055-Y-11-000-Y	\$1,546.00
1	1	3	general supplies	199-11-6399-45-055-Y-11-000-Y	\$1,000.00
1	1	3	Professional Services	199-23-6219-33-055-Y-99-055-Y	\$2,000.00
1	1	3	Consulting Services	199-23-6291-33-055-Y-99-055-Y	\$350.00
1	1	3	On-line course fees	199-23-6497-33-055-Y-99-055-Y	\$900.00
1	1	3	Stipends	199-11-6117-00-055-Y-11-005-Y	\$1,250.00

1	1	3	English Stipends	199-11-6117-94-055-Y-11-000-Y	\$9,354.00
1	1	3	Stipends	199-11-6117-00-055-Y-00-005-Y	\$1,250.00
1	1	4	Employee Travel	199-23-6411-00-055-Y-99-000-Y	\$2,150.00
1	1	4	Misc. Operating Costs-Awards	199-23-6498-00-055-Y-99-000-Y	\$3,200.00
1	1	4	Employee Travel (Conferences)	199-23-6411-23-055-Y-99-000-Y	\$3,000.00
1	1	5	Miscellaneous Operating Costs (ADM) Food	199-23-6499-53-055-Y-99-000-Y	\$651.00
1	1	5	Employee Travel	199-23-6411-23-055-Y-99-055-Y	\$300.00
1	1	9	Professional salaries and wages plus fringes	199-11-6119-56-055-Y-99-000-Y	\$131,399.00
1	1	9	Professional salaries and wages plus fringes	199-11-6119-57-055-Y-99-000-Y	\$77,460.00
1	1	9	Professional salaries and wages plus fringes	199-11-6119-01-055-Y-11-164-Y	\$113,969.00
1	1	9	Professional salaries and wages plus fringes	199-11-6119-00-055-Y-11-054-Y	\$68,718.00
1	1	9	Stipends	199-11-6117-00-055-Y-11-000-Y	\$13,500.00
1	1	9	Extra Duty Pay (Professional)	199-11-6118-00-055-Y-11-000-Y	\$1,537.00
1	1	9	Stipends	199-11-6142-56-055-Y-99-099-Y	\$35,312.00
1	1	9	Professional Salaries	199-11-6119-57-055-Y-11-021-Y	\$52,142.00
1	1	9	Stipends	199-11-6117-01-055-Y-11-099-Y	\$880.00
1	1	9	Stipends	199-11-6117-01-055-Y-11-042-Y	\$622.00
1	1	9	Stipend	199-11-6117-00-055-Y-11-005-Y	\$1,250.00
1	1	9	Stipend	199-11-6117-28-055-Y-11-000-Y	\$7,806.00
1	1	9	Stipends	199-11-6117-55-055-Y-99-099-Y	\$17,637.00
1	1	9	professional salaries	199-11-6119-56-055-Y-99-021-Y	\$70,370.00
1	1	9	stipend	199-11-6117-94-055-Y-11-000-Y	\$9,354.00
1	1	9	Professional Salaries and Fringes	199-23-6119-00-055-Y-99-000-Y	\$241,100.00
1	1	9	Wages for Support Personnel	199-23-6129-08-055-Y-99-021-Y	\$14,027.00
1	1	9	Professional Wages	199-23-6129-08-055-Y-99-000-Y	\$97,681.00
1	1	9	Professional Wages	199-31-6119-01-055-Y-99-032-Y	\$142,262.00
1	1	9	stipend	199-31-6117-31-055-Y-99-099-Y	\$6,168.00
1	1	9	Professional Wages and Salaries	199-33-6119-00-055-Y-24-033-Y	\$35,216.00

1	1	9	Wages for Support Personnel	199-51-6129-47-055-Y-99-000-Y	\$191,100.00
1	1	9	Wages for Support Personnel (clerical)	199-61-6129-08-055-Y-99-000-Y	\$30,607.00
1	1	17	Library-Subscriptions	199-12-6325-00-055-Y-99-000-Y	\$800.00
1	1	17	Library-Reading Materials	199-12-6329-00-055-Y-99-000-Y	\$1,000.00
1	1	17	Library General Supplies	199-12-6399-00-055-Y-99-000-Y	\$2,500.00
1	1	17	Renewal for Raptor	199-23-6249-00-055-Y-99-000-Y	\$500.00
1	1	17	Library professional wages	199-12-6119-42-055-Y-99-000-Y	\$75,097.00
1	1	17	Library Stipend	199-12-6117-42-055-Y-99-099-Y	\$3,146.00
2	1	1	general supplies	199-11-6399-50-055-Y-11-000-Y	\$900.00
2	1	1	contracted services (uniforms)	199-36-6299-44-055-Y-99-057-Y	\$100.00
2	1	1	Travel and subsistence	199-36-6412-56-055-Y-99-000-Y	\$2,000.00
2	1	1	Non-travel fees misc. op. fees	199-36-6497-56-055-Y-99-000-Y	\$1,714.00
2	1	1	Awards	199-36-6498-56-055-Y-99-000-Y	\$275.00
2	1	1	Choir General Supplies	199-36-6399-57-055-Y-99-000-Y	\$2,800.00
2	1	1	Travel and Subsistence	199-36-6412-57-055-Y-99-000-Y	\$2,726.00
2	1	1	Dues	199-36-6495-57-055-Y-99-000-Y	\$50.00
2	1	1	Operation Costs	199-36-6497-57-055-Y-99-000-Y	\$950.00
2	1	1	Awards	199-36-6498-57-055-Y-99-000-Y	\$100.00
2	1	1	Stipends	199-36-6117-00-055-Y-99-020-Y	\$2,428.00
2	5	1	Costs/Fees Chess	199-36-6497-24-055-Y-99-021-Y	\$4,350.00
5	1	5	General Supplies-Counselors	199-31-6399-00-055-Y-99-000-Y	\$800.00
5	1	6	General Supplies (Nurse)	199-33-6399-00-055-Y-99-000-Y	\$500.00
8	1	1	Computer Supplies	199-23-6399-65-055-Y-99-000-Y	\$1,000.00
8	1	1	Contracted Maintenance and Repair	199-23-6249-00-055-Y-99-000-Y	\$500.00
8	1	1	Leases/Rentals-Operating Leases (copiers)	199-23-6269-13-055-Y-99-000-Y	\$3,100.00
8	1	1	Leases-E-Supplies & Materials-Software	199-23-6395-62-055Y-99-000-Y	\$55.00
8	1	1	Leases-Capital Assets	199-23-6649-65-055-Y-99-000-Y	\$870.00

8	1	3	Supplies and Materials (More than \$150 but less than \$500-laptops, projectors, etc.)	199-11-6398-62-055-Y-11-000-Y	\$600.00
Sub-Total					\$1,548,934.00
Budgeted Fund Source Amount					\$1,548,934.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	162-11-6396-00-055-Y-30-000-Y	\$3,000.00
1	1	3	Substitute Teachers	162-11-6112-00-055-Y-30-000-Y	\$7,000.00
1	1	3	Extra Duty Pay (SSI)	162-11-6118-00-055-Y-24-SSI-Y	\$6,537.00
1	1	5	LEAD TEACHER SALARY	162-13-6119-31-055-Y-30-000-Y2000	\$56,593.00
1	1	5	PROFESSIONAL SALARY PLUS FRINGES	162-31-6119-31-055-Y-30-000-Y	\$74,113.00
1	1	5	PROFESSIONAL SALARIES	162-11-6119-01-055-Y-30-000-Y	\$97,427.00
1	1	5	Edgenuity/Compass	162-11-6299-62-055-Y-30-000-Y	\$3,642.00
3	1	2	Extra-Duty Pay for Afterschool tutorials for At-Risk population.	162-11-6396-00-055-Y-30-000-Y	\$21,799.00
Sub-Total					\$270,111.00
Budgeted Fund Source Amount					\$270,111.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual/General Supplies	163-11-6399-00-055-Y-25-000-Y	\$3,325.00
1	1	3	Bilingual Support Personnel plus fringes	163-11-6129-06-055-Y-25-000-y	\$19,214.00
1	1	3	ESL Stipends plus fringes	163-11-6117-00-055-Y-25-031-Y	\$7,351.00
1	1	3	Staff Development Stipends plus fringes	163-13-6117-00-055-Y-25-L12-Y	\$629.00
1	1	3	Lead Aide Pay stipend plus fringes	163-23-6129-06-055-Y-25-000-Y	\$4,804.00
1	1	3	Bilingual Dept. General Supplies	163-13-6399-00-055-Y-25-000-Y	\$500.00
Sub-Total					\$35,823.00
Budgeted Fund Source Amount					\$35,823.00

					+/- Difference	\$0
164 State Career and Technical Education						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	CATE General Supplies	164-11-6399-ZZ-055-Y-22-000-Y		\$3,000.00
1	1	2	CATE Employee Travel	164-13-6411-23-055-Y-22-000-Y		\$2,000.00
					Sub-Total	\$5,000.00
					Budgeted Fund Source Amount	\$5,000.00
					+/- Difference	\$0
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	3	SE Pay for Supt. Personnel + Fringes	166-11-6129-06-055-Y-23-000-Y		\$153,047.00
1	1	3	SE Stipends	166-11-6117-00-055-Y-23-000-Y		\$16,500.00
1	1	3	Professional Salaries/Wages Plus Fringes	166-11-6119-00-055-Y-23-000-Y		\$193,996.00
1	1	3	BI Misc. Operating Costs-Awards	166-11-6498-00-055-Y-23-0P2-Y		\$522.00
1	1	3	BI General Supplies	166-11-6399-00-055-Y-23-0P2-Y		\$300.00
1	1	3	SE General Supplies	166-11-6399-00-055-Y-23-0P4-Y		\$822.00
1	1	3	SE LS General Supplies	166-11-6399-00-055-Y-23-0P1-Y		\$823.00
1	1	3	SE LS General Supplies	166-11-6399-00-055-Y-23-0B0-Y		\$500.00
1	1	3	Special Olympics Supplies	166-11-6399-00-055-Y-23-0P0-Y		\$823.00
1	1	3	SE Out of District Travel	166-13-6411-23-055-Y-23-0P5-Y		\$500.00
1	1	3	SE Sub Fund	166-13-6112-00-055-Y-23-0P5-Y		\$500.00
1	1	3	SE Professional Services	166-31-6219-00-055-Y-23-0N7-Y		\$1,000.00
1	1	3	Co-Curricular Stipends plus Fringes	166-36-6117-00-055-Y-23-000-Y		\$2,464.00
					Sub-Total	\$371,797.00
					Budgeted Fund Source Amount	\$371,797.00
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount

1	1	1	Employee Travel	211-13-6411-00-055-Y-30-AYP-Y	\$600.00
1	1	1	Administrator/Employee Travel	211-13-6411-23-055-Y-30-AYP-Y	\$5,000.00
1	1	1	Campus Consulting Services	211-13-6291-00-055-Y-30-0F2-Y	\$2,200.00
1	1	1	In/Out of District Employee Travel	211-23-6411-23-055-Y-30-AYP-Y	\$5,000.00
1	1	2	General Supplies	211-11-6399-00-055-Y-30-0F2-Y	\$60,550.00
1	1	2	General Supplies (Printing)	211-11-6399-16-055-Y-30-0F2-Y	\$1,339.00
1	1	2	Misc.Op. Costs-Awards	211-11-6498-00-055-Y-30-0F2-Y	\$3,200.00
1	1	2	Sal/Wages for Subs.	211-11-6112-00-055-Y-30-AYP-Y	\$1,500.00
1	1	2	STEM-General Supplies	211-11-6399-00-055-Y-30-STM-Y	\$5,000.00
1	1	2	Copy Paper	211-11-6396-00-055-Y-30-0F2-Y	\$2,810.00
1	1	2	General Supplies	211-11-6399-62-055-Y-30-0F2-Y	\$23,000.00
1	1	2	Substitutes	211-11-6112-00-055-Y-30-0F2-Y	\$1,000.00
1	1	4	MS STEM Supplies and Materials	211-11-6399-00-055-Y-24-STM-Y	\$8,120.00
1	1	5	Professional Salary Pay	211-11-6119-00-055-Y-30-0F2-Y	\$50,000.00
1	1	17	Library General Supplies	211-12-6399-00-055-Y-30-0F2-Y	\$1,000.00
1	1	20	General Supplies	211-13-6497-00-055-Y-30-AYP-Y	\$4,865.00
1	1	25	FTE Nurse Salary (.4)--Lalitha Narasimhan + Fringes	211-33-6119-00-055-Y30-0F2-Y	\$24,799.00
1	1	25	General Supplies Nurse	211-33-6399-00-055-Y-30-0F2-Y	\$5,000.00
5	1	6	General Supplies (Nurse)	211-33-6399-00-055-Y-30-0F2-Y	\$5,000.00
6	1	1	Parent Liaison Salary and Fringes	211-61-6129-00-055-Y-30-0F2-Y	\$23,111.00
6	1	2	Miscellaneous Operating Costs (Refreshments)	211-61-6499-53-055-Y-30-0F2-Y	\$400.00
6	1	5	Printer	211-61-6649-65-055-Y30-0F2-Y	\$723.00
6	1	5	General Supplies (Ink Cartridges)	211-61-6399-65-055-Y30-0F2-Y	\$358.00
8	1	1	Capital Outlay-Other -L Def GRP-Desktops	211-11-6649-62-055-Y-30-0F2-Y	\$29,055.00
8	1	1	Capital Outlay-Other-L Def GRP-Laptops	211-11-6649-62-055-Y-30-0F2-Y	\$16,095.00
8	1	1	Capital Outlay-Other-L Def GRP-Projectors	211-11-6398-62-055-Y-30-0F2-Y	\$6,240.00
8	1	1	Software for computers and laptops	211-11-6395-62-055-Y-30-0F2-Y	\$1,925.00
8	1	1	Capital Outlay	211-61-6649-65-055-Y-30-0F2-Y	\$896.00

8	1	1	Supplies and Materials for Laptops	211-61-6398-65-055-Y-30-0F2-Y	\$416.00
8	1	1	Desktop and laptops	211-23-6649-65-055-Y30-0F2-Y	\$9,894.00
8	1	1	Software for Admin. desktop and laptops	211-23-6395-65-055-Y30-0F2-Y	\$55.00
8	1	3	Supplies and Material-Software	211-11-6395-62-055-Y-30-0F2-Y	\$7,693.00
8	1	4	General Supplies-Ink Cartridges	211-11-6399-62-055-Y-30-0F2-Y	\$23,000.00
Sub-Total					\$329,844.00
Budgeted Fund Source Amount					\$329,844.00
+/- Difference					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	7	MIGRANT PROFESSIONAL SALARY PLUS FRINGES (PARTIAL)	212-11-6119-00-055-Y-24-0F2-7	\$18,452.00
7	1	8	General Supplies	212-11-6399-00-055-Y-24-0F2-Y	\$490.00
7	1	8	TRANSPORTATION	212-11-6494+00-055-Y-24-0F2-Y	\$200.00
7	1	9	TUTORIAL FUNDS FOR MIGRANTS ONLY	212-11-6119-00-055-Y-24-0F2-Y	\$3,000.00
7	1	12	Migrant Transportation	212-11-6494-00-055-Y-24-0F2-Y	\$200.00
7	1	15	Migrant Clerk (partial salary + Fringes)	212-61-6129-08-055-Y-24-0F2-Y	\$10,925.00
Sub-Total					\$33,267.00
Budgeted Fund Source Amount					\$33,267.00
+/- Difference					\$0
Grand Total					\$2,594,776.00