

Brownsville Independent School District
Oliveira Middle School
2017-2018 Campus Improvement Plan



Mission Statement

Oliveira Middle School is committed to the academic and social development of alumni who will become critical thinkers, life-long learners, and productive citizens. The curriculum will aspire to meet the needs of a diverse student population with an emphasis on college readiness and technological literacy.

Vision

It is the vision of Oliveira Middle School to ensure that each child will experience optimal social, emotional, academic, and physical success through a challenging and progressive child-centered educational program in a safe and healthy learning environment. It is the vision of Oliveira to build a population of student excellence with priority in self growth and leadership to become proud members of the community. We will maintain high expectations and promote excellence for all students.

TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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 the future in the social, economic, and education 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.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	9
School Culture and Climate	15
Staff Quality, Recruitment, and Retention	18
Curriculum, Instruction, and Assessment	20
Family and Community Involvement	22
School Context and Organization	24
Technology	25
Comprehensive Needs Assessment Data Documentation	27
Goals	30
Goal 1: BISD 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. (Board Goal #1)	30
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.	38
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.	47
Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.	51
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	53
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.	56
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.	60
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.	67
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	71
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]	72
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] ...	74

System Safeguard Strategies 75
Title I 76
 Schoolwide Program Plan 76
 Ten Schoolwide Components 76
Title I Personnel 80
Plan Notes 81
Site-Based Decision Making Committee 82
Campus Funding Summary 83

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student enrollment at Oliveira Middle School showed a slight increase from the previous years. The student population is predominantly Hispanic and Economically Disadvantaged. The percentage of ELL students grew slightly while there was a drop in the percentage of At-Risk students for the second consecutive year. The attendance rate decreased from the previous year, and is below the District goal of 97%. The retention rate showed a large drop from the year before in all grade levels. The data also showed that there was an increase in the average class size in all content areas. The students on our campus are supported by all staff members and through various programs.

	2013-2014	2014-2015	2015-2016	2016-2017
Enrollment	1,243	1,231	1,212	1,234
6 th Grade	399 (32.1%)	403 (32.7%)	411 (33.9%)	386 (31.3%)
7 th Grade	433 (34.8%)	409 (33.2%)	417 (34.4%)	430 (34.8%)
8 th Grade	411 (33.1%)	419 (34%)	384 (31.7%)	418 (33.9%)
Hispanic	1,230 (99%)	1,222 (99.3%)	1,208 (99.7%)	1,228 (99.5%)
Eco. Dis.	1,153 (92.8%)	1,136 (92.3%)	1,125 (92.8%)	1,166 (94.5%)
ELL	231 (18.6%)	249 (20.2%)	249 (20.5%)	286 (23.2%)
At-Risk	700 (56.3%)	825 (67%)	748 (61.7%)	751 (60.9%)

Attendance Rate

School Year	Rate
2011-2012	96.9%
2012-2013	95.9%
2013-2014	96.8%
2014-2015	96.1%
2015-2016	95.8%

Retention Rate

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
6 th Grade	1.1%	1.7%	5.1%	2%
7 th Grade	5.4%	7.9%	7.7%	5.6%
8 th Grade	4.4%	7.7%	7.8%	3.2%

Class Size Information

	2013-2014	2014-2015	2015-2016	2016-2017
6 th Grade	21.7	22.4	22.7	20.3
ELA	22.8	24.1	21.4	22
Foreign Language	21.6	19.1	24.4	29.9
Math	22.2	22.1	21.4	23
Science	22.6	22.2	21.6	23
Social Studies	22.6	22.2	21.6	22.9

Demographics Strengths

- Enrollment has been consistent for the last four years (Avg. = 1,230)
- Mobility rate has been consistent for the last three years (Avg. = 15%)
- The average class size in all content areas has been consistently steady
- Decrease in retention rate from previous year in all grade levels
- Slight decrease in the number of At-Risk students

Demographics Needs

1. The campus migrant clerk will provide supplemental support to the PFS migrant students before other migrant students to ensure that all the requirements delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309. Section 1304(d) are addressed; enhance the advocacy, encouragement, and support to the special needs of migrant students. Supplemental support may include but not limited to, appropriate school supplies, shoes, clothing, and hygiene products. (7.1.7)

2. 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. PFS migrants students will receive supplemental services before other migrant students. Supplemental support may include but not limited to appropriate school supplies, shoe, clothing and hygiene products. (7.1.8)

3. Team of staff members will participate in the District Walk for the Future event in order to re-enroll potential drop-outs and No Shows. (3.1.10)

Student Achievement

Student Achievement Summary

This year's STAAR results saw an increase in the following content areas: Math, Science, Social Studies. The Science and Social Studies exams showed a significant increase. The campus showed a decrease in the areas of Reading and Writing. The two sub-groups that lag behind are the Special Needs students and ELLS. The performance of these two group is significantly below the school average. As a result, the campus has not met System Safeguards in the area of Special Education and LEP. The campus offers an accelrated instructional program after school in order to assist students that did not perform well on the assessment. The teachers use programs such as Think Through Math and Compass Learning to accelrate learning. All Special Education students participate in inclusion services and the regular classroom teachers works with the Special Education teacher using a Co-teaching model. The students also receive the oral assessment accomodation through recorded tests. The ELL teachers are trained in the Sheltered Instruction model and regularly use these strategies in the classroom.

Grade 6 Reading

	2015	2016	2017
All	69	62	62
Hispanic	69	62	62
Sp. Ed.	13	25	18
Econ. Disadv.	70	61	60
ELL	39	41	34

Grade 6 Math

	2015	2016	2017
All	-	65	72
Hispanic	-	65	72
Sp. Ed.	-	31	27
Econ. Disadv.	-	64	72
ELL	-	47	56

Grade 7 Reading

	2015	2016	2017
All	64	64	74
Hispanic	64	64	74
Sp. Ed.	*	18	30
Econ. Disadv.	63	64	74
ELL	22	26	41

Grade 7 Math

	2015	2016	2017
All	-	65	70
Hispanic	-	65	69
Sp. Ed.	-	20	39
Econ. Disadv.	-	65	69
ELL	-	39	55

Grade 7 Writing

	2015	2016	2017
All	65	66	73
Hispanic	65	66	72
Sp. Ed.	*	20	24
Econ. Disadv.	64	66	72
ELL	28	25	47

Grade 8 Reading

	2015	2016	2017
All	85	87	84
Hispanic	85	87	84
Sp. Ed.	59	48	38
Econ. Disadv.	84	86	84
ELL	44	59	57

Grade 8 Math

	2015	2016	2017
All	-	85	88
Hispanic	-	85	88
Sp. Ed.	-	42	40
Econ. Disadv.	-	84	87
ELL	-	78	88

Grade 8 Science

	2015	2016	2017
All	61	84	74
Hispanic	61	84	74
Sp. Ed.	*	37	24
Econ. Disadv.	60	84	73
ELL	24	78	54

Grade 8 Social Studies

	2015	2016	2017
All	61	71	68
Hispanic	61	71	68
Sp. Ed.	27	27	24
Econ. Disadv.	61	70	67
ELL	18	52	36

Algebra I

	2015	2016	2017
All	99	96	98
Hispanic	99	96	98

Sp. Ed.	-	-	-
Econ. Disadv.	99	95	98
ELL	-	-	100

All Grades

	2015	2016	2017
Reading	73	71	74
Math	-	72	78
Writing	65	66	73
Science	61	84	74
Social Studies	61	71	68

Percent at Post Secondary Readiness

	2015	2016	2017
Reading	33	37	40
Math	-	37	44
Writing	33	40	45
Science	27	45	44
Social Studies	14	36	37

Percent at Advanced Standard

	2015	2016	2017
Reading	13	16	19
Math	-	13	15
Writing	10	15	21
Science	7	17	12
Social Studies	5	20	18

Percent Met or Exceeded Progress

	2015	2016	2017
Reading	57	57	62
Math	-	64	61

Percent Exceeded Progress

	2015	2016	2017
Reading	14	19	19
Math	15	12	13

Student Achievement Strengths

- 3 point increase in Reading from previous year
- 6 point increase in Math from previous year
- 7 point increase in Writing from previous year
- Increase in percentage of Post Secondary Readiness in 4 out of 5 areas
- Increase in percentage of Advanced Standard in 3 out of 5 areas
- 4 Distinctions Earned

1. Academic Achievement in English Language Arts/Reading
2. Academic Achievement in Social Studies
3. Top 25 Percent: Closing Performance Gaps
4. Postsecondary Readiness

Student Achievement Needs

1. Provide teachers with the instructional materials and resources, including appropriate researched-based strategies, to implement the district initiatives to meet the needs of the students and to ensure their success. (1.1.2)

2. The content area teachers will implement the data analysis plan in order to make adjustments to the curricular program to increase students achievement.

(1.1.4)

3. Provide accelerated instruction during extended day tutorial program in order to improve at risk students' achievement. (3.1.1)
4. Students with Special Needs will be provided additional evaluations as needed in order properly service the child. (1.1.16)
5. 8th grade counselor will recruit interested students to take the AP Spanish Language and Culture course in order to take and pass the AP exam. (1.5.4)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students identified as Special Education and ELL STAAR performance was significantly below all student performances. **Root Cause:** The faculty still needs to improve instructional strategies to address the needs of struggling students.

School Culture and Climate

School Culture and Climate Summary

At the end of the school year, the students were given a survey to determine their perceptions of the school. A vast majority of the students felt that they liked what they were learning in their classes and found school work interesting and challenging. The students also feel that their school is a safe and clean environment. In review of the discipline data, 36% of the discipline referrals came from 10 teachers. Also, the data revealed that the busiest times for discipline referrals was early afternoon, the busiest day was Wednesday, and the busiest month was February. Of the three grades, 6th grade had the highest percentage of referrals. The highest percentage of incidences by location occurred in the classroom with disregard for authority having the highest percentage. The most popular consequence was In School Suspension. The campus follows the progressive discipline model. The administration contacts parents for all disciplinary issues that arise on campus. Students are encouraged to behave through incentives and participation in clubs, sports, and the fine arts program.

INCIDENTS REPORTED BY

Total Referrals = 3,630

INCIDENTS BY TIME OF DAY

	Mon.	Tue.	Wed.	Thur.	Fri.	Total
Early Morning	210	354	252	280	290	1386
Late Morning	144	162	161	172	121	760
Early Afternoon	156	152	178	162	138	786
Late Afternoon	111	123	94	127	117	572
Outside School	25	15	27	27	15	110
Total	646	806	712	768	681	3614

INCIDENTS BY GRADE

Grade	Incidents	Percent
6th Grade	1084	29.9%
7th Grade	1611	44.4%
8th Grade	935	25.8%
Total	3630	100%

INCIDENTS BY MONTH

Month	Incidents	Percent
Aug.	58	1.6%
Sept.	523	14.4%
Oct.	506	13.9%
Nov.	370	10.2%
Dec.	323	8.9%
Jan.	521	14.4%
Feb.	506	13.9%
March	299	8.2%
April	237	6.5%
May	254	7%

INCIDENTS BY LOCATION

Location	Incidents	Percent
Hallways	360	9.9%
Restroom	19	.5%
Cafeteria	90	2.5%
Playground	4	.1%
Arrival	65	1.8%
Dismissal	32	.9%
Music	4	.1%
PE	316	8.7%
Classroom	2172	59.8%

INCIDENTS BY TYPE

Incident Type	Incidents	Percent
Disregard for Authority	816	22.5%
Mistreatment of Others	324	8.9%
Property Offenses	37	1%
Possession of Prohibited Items	13	.4%
Bullying	0	0
Possession of Communication Devices	49	1.3%

Illegal Drugs	8	.2%
Misuse of Computers & Internet	19	.5%
Safety Transgression	14	.4
Miscellaneous Offenses	152	4.2%
Documentation	2198	60.6%

INCIDENTS BY CONSEQUENCE

Consequences	Incidents	Percent
Mandatory Expulsion (JJAEP)	1	0
OSS	68	1.9%
ISS	674	18.6%
Discretionary Removal (TAP)	59	1.6%
Mandatory Removal (PTP)	19	.5%

School Culture and Climate Strengths

The campus staff has observed the following strengths in the school culture and climate:

- Students feel that what they are learning in school is preparing them for STAAR and high school
- Students feel that the teachers help them to succeed in school
- Doing well in school makes the students feel good about themselves

School Culture and Climate Needs

1. The school will be maintained as a clean and safe environment by the custodial staff in order to promote a positive learning environment. (5.1.1)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessionals at Oliveira Middle School have been designated as Highly Qualified. The retention rate for employees is high. New teachers are supported by various staff members such as: Principal, Appraiser, Department Chairs, Dean of Instruction, fellow content area teachers, and Curriculum Specialists. In order to build capacity, the staff members have started to engage in academic discussions through a Professional Learning Community (PLC). The campus principal leads discussions regarding curricular issues that are the collective responsibility of the entire staff. Funds have been budgeted from a variety of sources in order to provide the teachers with the proper time to plan and discuss issues relevant to the campus. The teachers also receive professional development assistance through the District Curriculum Specialists who provide updates and lead discussions on content material. In addition, the campus also sustains from the recently ended Educate Texas i3 grant which includes instructional coaching and staff development on the Common Instructional Framework (CIF). Through the PLC, our most effective teachers share their ideas and strategies with their colleagues. Everyone is given an opportunity to participate in the PLC discussions. The instructional program is consistently monitored through formal and informal observations, instructional rounds, and data analysis.

Total Staff = 95.6

Professional Staff

	Count	Percent
Teachers	89.1	79.9%
Professional Support	9.7	10.2%
Campus Administration	3	3.1%

Total Minority Staff = 87 (91%)

Teachers by Ethnicity and Sex

	Count	Percent
Hispanic	78.6	89.8%
White	7.2	9.4%
Males	33.1	43.4%
Females	43.2	56.6%

Teachers by Highest Degree Held

	Count	Percent
Bachelors	63.5	83.2%
Masters	12.2	16%

Teachers by Years of Experience

	Count	Average
Beginning Teachers	1.9	2.5%
1-5 Years Experience	14.1	18.5%
6-10 Years Experience	13.9	18.3%
11-20 Years Experience	26.2	34.3%
Over 20 Years Experience	20.2	26.4%

Average Years Experience of Teachers = 12.3

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified staff
- High Retention Rate
- Establishment of Professional Learning Community (PLC)
- Participation in Educate Texas i3 Grant

Staff Quality, Recruitment, and Retention Needs

1. Professional Development that supports ELA/Reading, Math, Science and Social Studies comprehension instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students. (1.1.3)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The scope and sequence for all content areas is provided by the District Curriculum Department with input from classroom teachers. Each Curriculum Specialist conducts review sessions on a six weeks basis to assist teachers with the content and address misconceptions. Each year the Curriculum Specialist will make adjustments to the Scope and Sequence and the Pacing Guide in order to address weaknesses as highlighted by the STAAR assessment results. All teachers are expected to follow the scope and sequence with fidelity. Teachers are allowed to supplement with additional resources, not supplant. In order to improve student engagement in the learning process, the teachers implement the Common Instructional Framework (CIF). The instructional program is monitored through informal and formal observations and instructional rounds. Each grade level content area is highly encouraged to standardize their assessments, including the same number of assessments. Teachers create their own assessments in teams and also administer the District Benchmark exams. The teachers have been inserviced on Depth of Knowledge in order to create rigorous assessments. Our campus has a Data Analysis plan that includes analysis at the following levels: campus, Reporting Category, Student Expectation, Degree of Mastery, Root Cause Analysis. PLC meetings take place to review data after each major assessment in order to make adjustments to the instructional program.

Curriculum, Instruction, and Assessment Strengths

- Curriculum Frameworks and Pacing Guides
- Support from District Curriculum Specialist
- Sustainability of i3 Grant - CIFs
- Data Analysis Plan
- Commitment to establishing a Professional Learning Community

Curriculum, Instruction, and Assessment Needs

1. All content area teachers will plan horizontally and vertically throughout the year to ensure curriculum alignment and create rigorous lessons and formative assessments which incorporate depth of knowledge Level 2 and 3 questions. The teachers will also develop activities which focus on these questioning strategies and provide accommodated activities for ELL and Students with disabilities and include blended learning. (1.1.1)
2. LPAC will monitor the progress of ELL students throughout the school year and evaluate the ESL program at the end of the school year. (1.1.17)
3. Students will be assessed with the District Benchmark in order to monitor progress and determine a plan of action. (1.1.18)

4. Professional Development that supports ELA/Reading, Math, Science and Social Studies comprehension instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students. (1.1.3)

Family and Community Involvement

Family and Community Involvement Summary

The faculty and staff at Oliveira Middle School is committed to educating and engaging parents in understanding how to support their children. The Parent Liaison conducts weekly parent meetings in which the parents receive ideas on how to assist their child in school. The school reaches out to inform and build strong lines of communication through School Messenger, Remind, and the school website. The campus principal makes certain that all messages and communications with parents are in English and Spanish. The school also offers opportunities for community involvement through activities such as Meet the Teacher, Open House, Dolphin Dash, Fall Carnival, and Health Fair. The school has partnered with community businesses such as Chick-Fil-A and Cici Pizza. The campus also hosts a parent volunteer group that provides assistance to teachers when needed. In response to a parental survey, the parents consistently stated that they are happy with the campus and feel that their children are well taken care of by the staff. The campus principal is friendly and cordial and works hard to build relationships with the parents and community. The principal always makes herself available to listen to and speak with parents.

Family and Community Involvement Strengths

- Parent meetings on campus once a week
- Input from parents through parent surveys
- Parent Liaison on campus
- Strong support from Administration

Family and Community Involvement Needs

1. Campus Migrant Clerk will conduct 4 meetings, 2 each semester, to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting to encourage parent participation. (7.1.4)
2. Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting attendance and parental Involvement responsibilities i.e.; home visits and parental involvement meetings. (6.1.1)
3. Provide parent education opportunities through parent conferences, district support group meetings and parent training sessions. (6.1.2)

4. The campus will host and/or sponsor Community Service Projects such as a Food Drive, Toys for Tots, School Supply Drive, Clothing Drive, or other activity designed to support the community. (6.1.6)

School Context and Organization

School Context and Organization Summary

All campus activities regarding student achievement begin with the campus mission and vision. The academic goal for our campus is to achieve at least 90% success rate on all state exams. In order to achieve our goal, the teachers analyze data from sources such as weekly assessments, 3-week and 6-week assessments, benchmarks, and STAAR. The data is reviewed during PLC meetings in order to create discussions about the result and how to improve student achievement. The purpose of the PLC meetings is to disaggregate the data to identify root causes and to develop solutions. Through the PLC the campus is building a feeling of collective responsibility among the staff. PLC meetings take place after school to give the staff members the time to complete all tasks. The expectations for the campus were communicated to the staff at the beginning of the year and are reviewed on a continuous basis. The campus has a very strong group of Department Chairpersons who have been delegated the responsibility of leading their respective departments. The team meets on a regular basis and are very active during discussions.

School Context and Organization Strengths

- Establishment of a Professional Learning Community
- Highly qualified Department Chairpersons
- Data Analysis Plan
- Support system for students

School Context and Organization Needs

Utilize the academic planner as a means of organizing and communication with parents for assignments and progress. This will foster academic growth and promote structure and accountability for our at-risk students. (3.1.6)

Technology

Technology Summary

Teachers are expected to use technology in the classroom on a regular basis. The campus principal has allocated funds on a yearly basis in order to update and supplement existing technology. The staff and teachers have desktop computers, laptops, tablets, projectors, elmos, and the latest technology, Mimios. The campus meets the HB 5 requirement of providing teachers with training on the use of technology in the classroom. Many campus teachers are self-learners when it comes to technology and seek and research ideas on their own. The campus has a Technology Support Teacher (TST) that provides technical assistance to teachers. The technology needs of the campus are determined by the results of the STaR survey conducted every year. The administration will continue to provide funds for the integration of technology in the classroom.

Technology Strengths

- Compass Learning software provides immediate results.
- HAC access and guidance provided to parents.
- Access to state recommended software such as Path Blazer.
- 4 computer labs are available for students to access.
- 6 Cows are available for students to access.
- ESL students have Ipads with English language acquisition software.
- Classroom technology such as computers, projectors, and elmos.

Technology Needs

1. Integrate the use of internet and multimedia equipment through the use of desktops, laptops, iPad minis, tablets, document cameras, scanners, projectors, mounting equipment, TVs united streaming, Smartboards, printers, and COW's (computers on wheels) into instruction for the purpose of creating vibrant rigorous and interactive lessons. (8.1.1)
2. Administration will monitor academic, attendance, and discipline progress of students through the use of various software programs in order to provide interventions in a timely manner for students to increase student achievement and attendance in school. (8.1.2)
3. Math teachers will utilize Mimio wireless devices in order to integrate technology into their daily lessons to increase students engagement in the lesson.

(8.1.3)

4. Students will utilize instructional software (e.g., Math, Compass Learning, Path Blazer, etc.) in order to accelerate learning through the use of instructional technology. (8.1.6)

5. Teachers will implement the "Flipped Classroom Concept" in order to draw on such concepts as active learning, student engagement, and hybrid course design to increase student achievement. (8.1.7)

6. 8th grade students will utilize Graphing Calculators during their Math/Algebra I class on a daily basis in order to increase their problem solving skills and increase student achievement. (8.1.8)

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
- Progress of prior year STAAR failures
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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

- 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

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



Goals




Goal 1: BISD 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. (Board Goal #1)



Performance Objective 1: A minimum of 90% of all students tested will achieve Level II mastery on the STAAR Reading, Writing, Math, Science and Social Studies tests. A minimum of 40% of the students will achieve a Level III mastery.


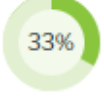
Evaluation Data Source(s) 1: STAAR scores





Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) All content area teachers will plan horizontally and vertically in PLC meetings throughout the year to ensure curriculum alignment and create rigorous lessons and formative assessments which incorporate depth of knowledge Level 2 and 3 questions. The teachers will also develop activities which focus on these questioning strategies and provide accommodated activities for ELL and Students with disabilities and include blended learning. Population: TI, MI, SE, AR, GT, DYS, CTE All students Timeline: Once every six weeks</p>	3	Dean of Instruction Department Chairpersons	<p>Formative Evaluation: Completed instructional planning documents</p> <p>Summative: STAAR results</p>				
Funding Sources: 211 Title I-A - \$17,365.00							
<p>Critical Success Factors CSF 1</p> <p>2) Provide teachers with the instructional materials and resources, including appropriate researched-based strategies, to implement the district initiatives to meet the needs of the students and to ensure their success. Populations: TI,MI,ELL,SE,AR,GT,DYS,CTE All students Timeline: Sept. 2017 to June 2018</p>	3	Administration, Teachers	<p>Formative: BISD instructional Feedback Form Teacher Lesson Plans</p> <p>Summative: STAAR scores</p>				
Funding Sources: 162 State Compensatory - \$13,269.00, 211 Title I-A - \$46,785.00, 263 Title III-A Bilingual - \$3,554.00, 163 State Bilingual - \$906.00, 166 State Special Ed. - \$4,230.00, 164 State Career and Technical Education - \$2,588.00							


<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Professional Development that supports ELA/Reading, Math, Science and Social Studies comprehension instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students.</p> <p>Populations: TI,MI,ELL,SE,AR,GT,DYS,CTE All students Timeline: July 2017 - June 2018</p>	3	Dean of Instruction Classroom Teachers	<p>Formative: Classroom observations, ERO session evaluations, Benchmark scores, BOY/MOY/EOY data analysis meeting, TMSFA Activity report</p> <p>Summative: STAAR Scores, TELPAS results Exiting percentages</p>				
<p>Funding Sources: 162 State Compensatory - \$11,714.00, 211 Title I-A - \$11,600.00, 163 State Bilingual - \$2,000.00, 164 State Career and Technical Education - \$1,000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) The content area teachers will implement the data analysis plan in order to make adjustments to the curricular program to increase students achievement.</p> <p>Populations: TI,MI,ELL,SE,AR,GT,DYS,CTE All students Timeline: Sept. 2017 - June 2018</p>	8	Dean of Instruction Department Chairpersons	<p>Formative: Sign-in Sheets, Agendas for Dept. Meetings Tango Reports</p> <p>Summative: STAAR Scores TELPAS Scores EOC scores</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Tuition free Academic Literacy Institute for current 6th and 7th grade English Language Learners. These sessions will provide intensive academic literacy preparation in the core disciplinary areas for the upcoming school year.</p> <p>Population: 6th & 7th Grade ELL Students Timeline: June 9, 2017 - June 29, 2018</p>	9	Bilingual Dept.	<p>Formative: Daily Attendance</p> <p>Summative: End of Program Report</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>6) The campus will sustain 4 strategies from the TLI: 1. Explicit Instruction 2. Academic Vocabulary 3. Teacher Mentorship 4. TLI website in order to increase achievement in reading.</p> <p>Population: All Students Timeline: Aug. 2017 - June 2018</p>	2	Dean of Instruction Classroom Teachers	<p>Formative: Lesson Plans Walk-Through Report Card Grades</p> <p>Summative: STAAR results TELPAS results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Provide Response to Intervention (RtI) Training for staff to monitor student academic progress and support teaching personnel with all documentation required for intervention success.</p> <p>Populations: Students in danger of failing</p> <p>Timeline: First Six Weeks</p>	4	Administrator for RtI Classroom Teachers	<p>Formative Observations ERO session evaluation</p> <p>Summative STAAR results TELPAS results</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>8) 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, sheltered instruction, differentiated instruction, research-anchored professional development that supports reading comprehension in all content areas (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Population: TI MI ELL SE AR GT DYS CTE All students Timeline: Aug. 2017 - June 2018</p>	2	Principal, Dean, Dept. Chairs, and Classroom Teachers	<p>Formative: Classroom observations ERO Session Evaluations Benchmark Scores PLC meetings</p> <p>Summative: STAAR scores TELPAS</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Teachers will incorporate Classroom Talk and Writing to Learn from the Common Instructional Framework in order to increase student engagement in the learning process.</p> <p>Population: All Students Timeline: Daily, Aug. 2017 - June 2018</p>	2	Administration Dean of Instruction Dept. Chairpersons Classroom Teachers	<p>Formative: Walk-throughs</p> <p>Summative: STAAR results</p>				

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>10) Teacher will record formative exams electronically for students with oral accommodations in order to increase the time on task in the classroom.</p> <p>Population: Sp. Ed. Students Dyslexia Students</p> <p>Timeline: Sept. 2017 - June 2018</p>	8	Classroom Teachers Sp. Ed. Teachers	<p>Formative: Formative exam results</p> <p>Summative: STAAR results</p>				
<p>Critical Success Factors CSF 1</p> <p>11) Students enrolled in the STEM program will participate in Project-Based Learning activities which include robotics in order to increase student achievement in Math and Science.</p> <p>Population: STEM students</p> <p>Timeline: Aug. 2017 - June 2018</p>	2	STEM Science Teachers	<p>Formative: PBL projects</p> <p>Summative: STAAR results for Science and Math Robotics competition</p>				
<p>12) All students will participate in at least 7 college exploration activities and interact with college representatives in order to promote the 21st century workforce. (HB5)</p> <p>Population: All Students</p> <p>Timeline: Sept. 2017 - May 2018</p>	10	Counselors	<p>Formative: Completion of activity</p> <p>Summative: HB5 21st Century Workforce</p>				
<p>13) All 8th grade students will complete and return a Personal Growth Plan (PGP) approved by the parent. (HB5)</p> <p>Population: 8th Grade Students</p> <p>Timeline: End of 1st Semester</p>	7	Counselors	<p>Formative: Completed PGP</p> <p>Summative: HB5 21st Century Workforce</p>				

<p>14) ELL students will participate in at least 5 cultural awareness experiences. (HB5)</p> <p>Population: ELL students</p> <p>Timeline: Sept. 2017-May 2018</p>	2	Classroom Teachers Administration	<p>Formative: Lesson plans</p> <p>Summative: HB5 Second Language Acquisition</p>				
<p>15) Teachers serving ELL students will receive professional development in sheltered instruction and other ELL teaching strategies. (HB5)</p> <p>Population: ELL students</p> <p>Timeline: Sept. 2017-May 2018</p>	3	Dean of Instruction	<p>Formative: Agenda Sign in Sheets</p> <p>Summative: HB5 Secoind Language Acquisition</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>16) Students with Special Needs will be provided additional evaluations as needed in order properly service the child.</p> <p>Population: OHI students</p> <p>Timeline: As nneeded</p>	2	Sp. Ed. Teachers	<p>Formative: OHI Service Request</p> <p>Summative: Completed Evaluation</p>				
<p>Funding Sources: 166 State Special Ed. - \$10,000.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>17) LPAC will monitor the progress of ELL students throughout the school year and evaluate the ESL program at the end of the school year.</p> <p>Population: ELL students</p> <p>Timeline: Progress monitoring throughout the year and End of Year LPAC</p>	1	LPAC Administrator and LPAC Chair	<p>Formative: Six Weeks minutes</p> <p>Summative: End of Year LPAC</p>				
<p>Funding Sources: 163 State Bilingual - \$3,700.00</p>							





<p>Critical Success Factors CSF 1 CSF 2</p> <p>18) Students will be assessed with the District Benchmark in order to monitor progress and determine a plan of action.</p> <p>Population: All 6th-8th grade students</p> <p>Timeline: 1 Fall, 1 Spring. As per District Benchmark schedule</p>	1	Classroom Teachers Dean of Instruction	Formative: Benchmark results Summative: STAAR reports				
Funding Sources: 211 Title I-A - \$1,000.00							
<p>Critical Success Factors CSF 1</p> <p>19) All teachers will implement the District Literacy Plan in order to increase achievement in Language Arts.</p> <p>Population: All Students</p> <p>Timeline: Daily, Aug. 2017-June 2018</p>	2	Dean of Instruction Classroom Teachers	Formative: Lesson plans, Walk-throughs Summative: STAAR Results				
							

Goal 1: BISD 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. (Board Goal #1)

Performance Objective 2: 100% of all 8th grade students will participate in Career and Technical Education activities on campus.

Evaluation Data Source(s) 2: Rosters, sign-in sheets

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) 8th grade students will participate in all College and Readiness activities including and not limited to: CCR CPO campus visits Technology</p> <p>Population: 8th grade students</p> <p>Timeline: Aug. 2017 - May 2018</p>	2	Counselors CTE teachers	<p>Formative: Activity documentation</p> <p>Summative: End of year evaluation</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system 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 fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

Evaluation Data Source(s) 1: 90% of the fine arts students met performance standards based on UIL and TMEA contests and evaluations with 92% meeting commended performance.

Summative Evaluation 1:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Elementary and 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.	2	All fine arts teachers, directors	Performance ratings, attendance, audience/student reaction				
2) Fine arts students and teachers will be provided professional development training annually.	4	All fine arts teachers and directors	Sign in sheets, evaluations, student performance ratings				
3) Increase vertically aligned course offerings and all instructional materials needed to ensure equitable access for all students	2	All fine arts teachers, directors	Performance ratings, audience/student reaction, evaluations, test scores				
4) Increase enrollment in fine arts programs by conducting recruitment concerts and visits by the choir and band	1	All fine arts teachers, directors	PEIMS enrollment numbers, class rosters				
= Accomplished = Continue/Modify = No Progress = Discontinue							









Goal 2: The students in the public education system 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:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Expand the number of teams for: Boys Basketball-add 'C' team, Boys and Girls Soccer-add a 'B' team for each level. Softball-add 'B' teams for each grade level (as needed) in order to increase participation. Population: All Students, AR, TI, LEP, SE Timeline: August 2017-June 2018</p>	2	Athletic Department	Formative: Team rosters, Master Schedules Summative: Rank One Sport Information.				
<p>Critical Success Factors CSF 6</p> <p>2) 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 Students, AR, TI, LEP, SE Timeline: May 2018</p>	2	Athletic Department	Formative: Sign-in sheets Try-out reports, choice slips, master schedule Summative: Increased enrollment in Pre-Athletic Programs				
<p>Critical Success Factors CSF 6</p> <p>3) Schedule Cluster campus visit to HS with student-athletes to present athletic programs in order to increase participation in athletic programs at all levels. Population: All Students, AR, TI, LEP, SE Timeline: January 2017 - May 2018</p>	2	Athletic Department	Formative: Presentation Schedules, Choice slips for athletic classes. Summative: Team and Class rosters on Rank One				





<p>Critical Success Factors CSF 6</p> <p>4) To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, qualified student athletes will attend 1 hr. tutorial after school. Population: All Students, AR, TI, LEP, SE Timeline: August 2016- June 2018</p>	2	Athletic Coordinator	Formative: Progress reports, Report cards, achievement records. Summative: STAAR results.				
<p>Critical Success Factors CSF 6</p> <p>5) To increase the number of student-athletes to be scheduled in the appropriate athletic period so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student-athlete. Population: All Students, AR, TI, LEP, SE Timeline: August 2017</p>	2	Athletic Department	Formative: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative: PEIMS Enrollment Reports, Athletic Coordinator Reports.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: The students in the public education system 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%

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

Summative Evaluation 3:

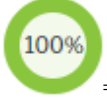



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Science Fair Sponsors and Coordinator will be provided with training to promote participation by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness. Teachers will be provided with training to promote participation in Robotic Competition at the campus, district, and regional level such as HESTEC.</p>	2	Science Fair Sponsors, Science Fair Coordinator, Administrators, Science Specialists, Department Chairs, STEM Teachers, Science Teachers	Number of campus entries. Number of students in STEM classes.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: The students in the public education system 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%

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

Summative Evaluation 4:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be provided with professional development to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, and department chair will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p>	5	Teachers, Department Chairs, Sponsors, Administrators	<p>10% increase in campus entries for History Day at the district, regional, and state level.</p> <p>Kids Voting counts</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>							




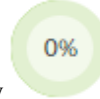

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</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, UIL Academics, Night of DI, and a Commercial for DI.</p>	5	Teachers, Sponsors and/or Coaches, Campus Coordinators, Administrators	Students' entries and participation				
<p>Critical Success Factors CSF 7</p> <p>2) All teachers assigned GT identified students have core training and 6 hours of on-going training from Advanced Academics and 12 hours of other GT approved trainings. (HB5)</p> <p>Population: GT Students</p> <p>Timeline: Sept. 2017-May 2018</p>	4	GT Teachers Dean of Instruction	<p>Formative: Sign-in sheets</p> <p>Summative: HB5 Educational Programs for Gifted and Talented</p>				

<p>Critical Success Factors CSF 1</p> <p>3) All GT students will be placed in at least one Pre-AP Language Arts, Math, Science, Social Studies, and/or AP course for the year.</p> <p>Population: GT Students</p> <p>Timeline: Aug. 2017</p>	2	Counselors	<p>Formative: Class Schedules</p> <p>Summative: HB5 Statutory Reporting and Policy Requirements</p>				
<p>Critical Success Factors CSF 1</p> <p>4) 8th grade counselor will recruit interested students to take the AP Spanish Language and Culture course in order to take and pass the AP exam.</p> <p>Population: 8th grade students in AP Spanish Language and Culture course</p> <p>Timeline: Aug. 2017 - June 2018 AP exam administered in May</p>	2	<p>8th Grade Counselor</p> <p>AP Testing Coordinator</p> <p>AP Spanish Teacher</p>	<p>Formative: 6 weeks reporting periods</p> <p>Summative: AP exam</p>				
<p>Funding Sources: 211 Title I-A - \$1,305.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 6: A maximum of 10 students 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Selected 6th - 8th grade students will participate in the AMC Math Competition in order to increase math skills.</p> <p>Population: Selected 6th - 8th grade students</p> <p>Timeline: Practice daily Math Competition in November</p>	2	Math Dept. Chairperson	List of Participants Meet Results				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 7: Send a Spelling Bee representative to the BISD Annual Spelling Bee held in February.

Evaluation Data Source(s) 7: Spelling Bee video recording, # of students advancing to Regional Spelling Bee and beyond.

Summative Evaluation 7:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) Conduct campus Spelling Bee to determine representative for District Spelling Bee	2	Dean of Instruction Sponsor	Campus Spelling Bee results District Spelling Bee Results				
= 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: Oliveira Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk Student attendance rate by 10%. Oliveira Middle School will implement effective interventions for AT RISK students and decrease the dropout rate to less than 1% and increase at-risk student achievement to 70%.









Evaluation Data Source(s) 1: STAAR, At-Risk Student Attendance Rate, Retention Rate, Middle School Dropout Rate.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide accelerated instruction during extended day tutorial program in order to improve at risk students' achievement. Population: AR, TI, MI, LEP Timeline: September 2017-April 2018 (2 X Week)</p>	9	Administration Tutorial Teachers	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial lesson plans, walk through, Benchmark scores, student progress reports</p> <p>Summative: STAAR scores</p>				
Funding Sources: 162 State Compensatory - \$30,797.00, 211 Title I-A - \$23,100.00, 263 Title III-A Bilingual - \$3,250.00							
<p>Critical Success Factors CSF 6</p> <p>2) 5th grade students from feeder elementary schools will visit our campus for a 6th grade orientation in order to facilitate the transition from elementary to middle school.</p> <p>Population: All 5th grade students from feeder elementary schools Timeline: December 2017</p>	7	8th Grade Counselor	<p>Formative Evaluation: Students' attendance at orientation session</p> <p>Summative Evaluation: Student survey</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) 8th grade students will visit the zoned high school for a 9th grade orientation in order to facilitate the transition from middle school to high school.</p> <p>Population: All 8th grade students Timeline: January 2017</p>	7	8th Grade Counselor Administration	Formative Evaluation: Students' attendance at orientation session Summative Evaluation: Student Survey				
<p align="center">Critical Success Factors CSF 7</p> <p>4) 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 students achievement ,attendance, promotion rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: AR students Timeline: August 18, 2017-June 5, 2018</p>	1	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Dropout Rate				
Funding Sources: 162 State Compensatory - \$84,048.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) The Dyslexia Program will provide language and literacy interventions to improve student achievement, attendance, promotion rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate.</p> <p>Population: Dyslexia students Timeline: August 18, 2017-June 5, 2018 (daily)</p>	9	Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Dropout Rate				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Utilize the academic planner as a means of organizing and communication with parents for assignments and progress. This will foster academic growth and promote structure and accountability for our at-risk students.</p> <p>Population: AR, TI, MI, LEP Timeline: Daily</p>	2	Administrators, All teachers, Parents	<p>Formative: Weekly logs</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Dropout Rate</p>				
<p>Critical Success Factors CSF 1</p> <p>7) The At-Risk Counselor at Oliveira Middle School will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, promotion rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR students Timeline: August 18, 2017-June 5, 2018</p>	9	Campus Principal, Administrator for State Compensatory Education, At-Risk Counselor	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Program Report, eSchoolPLUS Cohort Listing Report, Student Logs, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Dropout Rate</p>				
Funding Sources: 162 State Compensatory - \$65,000.00							
<p>Critical Success Factors CSF 1</p> <p>8) The Compass Learning program will be utilized by students assigned to In School Suspension in order to maintain time on task in the learning process.</p> <p>Population: Students assigned to ISS Timeline: As needed by students in ISS</p>	9	TST ISS Teacher Classroom Teachers	<p>Formative: Completed Lesson Report</p> <p>Summative: End of Year Report STAAR Results</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>9) Incoming 6th grade students will attend the Summer Bridge Orientation session in order to facilitate the transition to middle school.</p> <p>Population: Incoming 6th grade students Timeline: Aug. 14-17, 2017</p>	7	Dean of Instruction Summer Bridge Teachers	<p>Formative: Attendance Sheets</p> <p>Summative: End of program survey</p>				
Funding Sources: 211 Title I-A - \$1,920.00							




Critical Success Factors CSF 1 10) Team of staff members will participate in the District Walk for the Future event in order to re-enroll potential drop-outs and No Shows. Population: No Shows Timeline: Sept. 9, 2017	10	Assistant Principal	Formative : List of students				
	Summative: Number of students re-enrolled Funding Sources: 162 State Compensatory - \$249.93						
Critical Success Factors CSF 1 11) Teachers paid through State Compensatory money will implement the campus instructional program in order to increase student achievement.	2	Administration Dept. Chairpersons State Comp. Classroom Teachers	Formative: Six Week Grades				
	Summative: STAAR results Funding Sources: 162 State Compensatory - \$100,131.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: The Average Daily Attendance for the campus will be 97%.

Evaluation Data Source(s) 1: Average Daily Attendance reports available through eSchools.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Monitor and maintain the district attendance goal, including parent truancy notices and community outreach.</p> <p>Population: Campus Staff Attendance Personnel BISD Parents and community Timeline: Daily-August 2017 to June 2018</p>	6	Assistant Principal Attendance Clerk Parent liaison	<p>Formative: Daily Attendance Report Home Visit Forms Weekly ADA List of students with excessive absences Parent Truancy Court Notice Letters</p> <p>Summative: ADA at end of year</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Minimize unexcused absences in order to increase the ADA.</p> <p>Population: Campus Staff Attendance Personnel Timeline: August 2017 - June 2018</p>	2	Assistant Principal for Attendance Parent Liaison Attendance Clerk	<p>Formative: Daily attendance reports Six Weeks attendance reports Student excuses</p> <p>Summative: ADA at end of year</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Distribution of Campus Incentives and Awards will be available every six weeks for students who meet the District Attendance Goals.</p> <p>Population: All students Timelines: The week after every six weeks grading period ends</p>	2	Administration Parent Liaison	<p>Formative: Six Weeks attendance reports</p> <p>Summative: ADA at end of year</p>				

<p>Critical Success Factors CSF 5</p> <p>4) Contact Parents of students with excessive unexcused absences and providing Truancy Court Warning Letters will be done during District Truancy Sweeps each semester to assist campuses in improving attendance rates. Population: BISSD Parents and Students, Campus Attendance Personnel Timeline: September 2017-June 2018</p>	9	Assistant Principal for Attendance Parent Liaison	<p>Formative: Copy of Truancy Court Warning Letters</p> <p>Summative: End of year attendance report</p>				
---	---	---	---	--	--	--	--


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue






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

Performance Objective 1: Decrease by 5% the number of student discipline referrals to the Brownsville Academic Center and Juvenile Justice Alternative Education Program(JJAEP).

Evaluation Data Source(s) 1: Percentage of students sent to the Brownsville Academic Center and/or Juvenile Justice Alternative Education Program during the school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement the Emergency Operation Plan. Plan must be multi hazard in nature. It 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 Timeline: August, 2017 to June 2018</p>	1	Campus Administrators, Campus Faculty and Staff, BISD Police and Security, Parental Involvement	<p>Formative: Completed EOP</p> <p>Summative: Log of drills EOP Revisions</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>2) Counselors will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: 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> <p>Population: All Students Timeline: August, 2017 through May 2018</p>	9	Administration Counselors	<p>Formative Counselor Logs, Referral Forms</p> <p>Summative Review 360 End of Year Report</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>3) All students will participate in 5 days of events during Red Ribbon Week in order to promote safe schools.</p> <p>Population: All Students Timeline: October 2017</p>	2	Counselors School nurse	<p>Formative: 5 Activities</p> <p>Summative: HB5 Wellness & Physical Education</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>4) All faculty, staff, and/or students will host or sponsor at least 3 activities and participate in at least 6 wellness-related activities. (HB5)</p> <p>Population: All Students Timeline: Sept. 2017 - May 2018</p>	2	CATCH Coordinator PE Coaches Administration	<p>Formative: Event Attendance Sheets</p> <p>Summative: HB5 Wellness & Physical Education</p>				



<p>Critical Success Factors CSF 6</p> <p>5) Conduct 1 Project ADAM drill for use of the Automated External Defibrillator.</p> <p>Population: All Students</p> <p>Timeline: Nov. 2017</p>	2	School Nurse	<p>Formative: Drill Debriefing</p> <p>Summative: HB5 Wellness & Physical Education</p>	→			



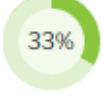
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.




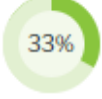
Performance Objective 1: The campus will achieve an Exemplary Rating on the 2017-2018 House Bill 5 evaluation.


Evaluation Data Source(s) 1: House Bill 5

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting attendance and parental Involvement responsibilities i.e.; home visits and parental involvement meetings. Parents and Students Timeline:August 2017-June 2018</p>	6	Campus Administration	<p>Formative: Job Description, Monthly Contact Log Composite Report</p> <p>Summative: Increase in parent participation STAAR/EOC Results, Attendance Rates, Discipline Referrals</p>				
Funding Sources: 211 Title I-A - \$600.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct at least 15 parent activities with emphasis on all content areas and provide strategies to prepare students for the state assessments. (HB5)</p> <p>Population: Parents Timeline:August 2017-June 2018</p>	6	Campus Administration, Parent Liaison, District Specialist	<p>Formative: Parent Liaison Monthly Calendar Flier Agenda Sign-in sheet</p> <p>Summative: HB5 Community & Parental Involvement</p>				
Funding Sources: 211 Title I-A - \$475.00							

<p align="center">Critical Success Factors CSF 5</p> <p>3) 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 campus Parental Involvement Program.</p> <p>Population: Parents Timeline: Sept. - Oct. 2017</p>	6	Parent Liaison	<p>Formative: Campus Parental Involvement Policy, SPS Compact Contact Logs Monthly Calendar Training Session Evaluations</p> <p>Summative: Composite of End of Year survey. Parent Participation Rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) Parents will participate in the review and/or revision of the following to engage them in campus-level decisions: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Timeline: March - June 2018</p>	6	Parent Liaison Principal	<p>Formative: Agendas Sing-in sheets Drafted Documents</p> <p>Summative: Final Document</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>5) 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. Recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success.</p> <p>Population: All Students Timeline: August 2017-June 2018</p>	6	Dean of Instruction Parent Liaison	<p>Formative: Authority to Volunteer Clearance Form Volunteer Sign-in Sheets</p> <p>Summative: Increased Partnerships and Parent participation</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Host and/or sponsor at least 10 Community Service Projects designed to support the community. (HB5)</p> <p>Population: All Students</p> <p>Timeline: Sept. 2017 - May 2018</p>	2	Administration Counselors Dept. Chairperson Club Sponsors	<p>Formative: Participation in activities</p> <p>Summative: HB 5 Community & Parental Involvement</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>7) The campus will host activities such as "Meet the Teacher" and Fall and Spring Open in order to establish a working relationship with parents and the community.</p> <p>Population: All students</p> <p>Timeline: Scheduled campus dates</p>	6	Administration Parent Liaison	<p>Formative: School Messenger Sign-in sheets</p> <p>Summative: End of Year Evaluation</p>				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>8) The campus will host the "Dolphin Dash" and Health Fair in order to promote health and fitness in the community.</p> <p>Population: All students</p> <p>Timeline: April 2018</p>	6	Administration	<p>Formative: entry Forms</p> <p>Summative: Survey</p>				
<p>Critical Success Factors CSF 5</p> <p>9) Parents of ELL will participate in at least 3 activities about available ELL services that support college readiness (HB5)</p> <p>Population: ELL students</p> <p>Timeline: Sept. 2017-May 2018</p>	6	Parent Liaison Administration	<p>Formative: Agenda Sign-in Sheets</p> <p>Summative: HB5 Second Language Acquisition</p>				

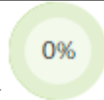
<p>Critical Success Factors CSF 5</p> <p>10) Provide at least 3 opportunities for parent meetings to share or discuss the Galaxy Program (GT) information to promote nominations, program design, educational activities, and/or choice slips (HB5)</p> <p>Population: GT Students</p> <p>Timeline: Sept. 2017-May 2018</p>	6	Parent Liaison Dean of Instruction Counselors	Formative: Sign-in sheets Agenda Summative: HB5 Educational Programs for Gifted & Talented				
--	---	---	---	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress




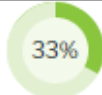
= Discontinue


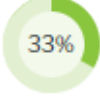
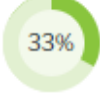
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.




Performance Objective 1: 90% of the migrant students will participate in the supplemental instruction activities and supports required by the Title I, Part C Migrant Education Program (MEP).



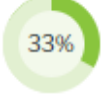
Evaluation Data Source(s) 1: PBMAS Report




Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Migrant clerk will attend the annual Identification And Recruitment (ID &R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative</p> <p>Population: Migrant Clerk Timeline: Aug. 2017</p>	1	Migrant Service, Coordinator (MSC)	Formative: ID & R Training Summative: Texas Education Agency (TEA)ID & R Certificates				
<p>Critical Success Factors CSF 1</p> <p>2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state data base.</p> <p>Population: Migrant Funded Staff Timeline: Sept. 2017</p>	2	Migrant Service, Coordinator (MSC)	Formative: NGS Annual Training Summative: NGS Certificates				


<p align="center">Critical Success Factors CSF 1</p> <p>3) The Migrant funded campus clerk and staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program and secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.</p> <p>Population: Migrant funded staff : MSC, MDC, Migrant Teachers, Campus Clerks, Computer Operator Timeline: August 2017 - June 2018</p>	2	Sp. Programs Administrator Migrant Service Coordinator (MSC)	<p>Improved student performance Documented ERO- Cross training of staff not attending events to ensure complete program training</p> <p>Formative: Region One workshops Advisement Registration Forms BISD Professional Leave Form with approval signature</p> <p>Summative: Workshop Certificate Agendas Handouts</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) The migrant clerk will assist with the annual ID & Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: Migrant Funded Staff Timeline: Aug. 2017 - Nov. 2018</p>	2	Campus Migrant Clerk	<p>Formative: NGS Mass Enrollment Report ESCHOOLS Report</p> <p>Summative: NGS Residency Verification Reports</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>5) The 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 Timeline: Aug. 2017 - June 2018</p>	2	Recruiters Migrant Data Entry Clerk NGS Clerks DMC MSC	<p>Formative: Completed Survey</p> <p>Summative: Survey Report</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>6) The campus migrant clerk will adhere to the NGS and BISD eSchool Plus entries will be monitored daily to ensure that migrant student data is properly coded and entered in a timely and accurate manner into the NGS data-base.</p> <p>Population: Migrant Funded Staff, Migrant Students. Timeline: August 2017 - June 2018</p>	2	Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	PBMAS Report Correctly coded migrants on NGS Formative: NGS and ESCHOOLS Reports Summative: PBMAS ICR Reports NGS Reports				
<p align="center">Critical Success Factors CSF 1</p> <p>7) The campus migrant clerk will provide supplemental support to the PFS migrant students before other migrant students to ensure that all the requirements delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309. Section 1304(d) are addressed; enhance the advocacy, encouragement, and support to the special needs of migrant students. Supplemental support may include but not limited to, appropriate school supplies, shoes, clothing, and hygiene products.</p> <p>Population: PFS and Non-PFS Migrant Students Timeline: August 2017- June 2018</p>	2	Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: Job Description Summative: Completed Personnel Assurance Forms, Job Evaluation				
<p align="center">Critical Success Factors CSF 1</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. PFS migrants students will receive supplemental services before other migrant students. Supplemental support may include but not limited to appropriate school supplies, shoe, clothing and hygiene products.</p> <p>Population: Migrant Students PFS Students Timeline: Sept. 2017</p>	2	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	On time promotion Formative: NGS Campus Reports PEIMS Migrant Listing Summative: Completed Request for Supplemental Support Form w/ student signature, Number and Parent signature				

<p align="center">Critical Success Factors CSF 1</p> <p>9) To accommodate placement into appropriate supplemental instructional opportunities igrant students' pre and post test results will be used by teachers and administrators to identify the igrant students performing below grade level.</p> <p>Population: Migrant Students Timeline: August 2017- June 2018</p>	2	<p>Sp. Programs Administrator Campus Principals MS Teachers Migrant Funded: Teachers- 3FTEs Computers MSC</p>	<p>Formative: Pretest</p> <p>Summative: Post Test</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Migrant Clerk will distribute information on currently enrolled migrant students to all teachers and administrators in order to deliver services in a timely manner.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: September 2017 - May 2018</p>	2	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Timely placement into interventions</p> <p>Formative: NGS Reports STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: STAAR Test Results Monitoring Tools Migrant Clerk Evaluation</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>11) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: Promotion 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 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</p> <p>Population: Migrant Students Migrant Parents Timeline: Aug. 2017- June 2018</p>	2	<p>Sp. Programs Administrator MSC DMC</p>	<p>Formative: Increase on- time graduation and on-time promotion and decrease dropout rate</p> <p>Summative: PBMAS</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>12) In order to experience leadership opportunities, develop good study skills, receive homework assistance and practice positive social engagement within the school community, the migrant students will participate in a Migrant Club to be sponsored by Migrant Clerk.</p> <p>Population: Migrant and PFS students Timeline: Sept. 2017 - May 2018</p>	2	Campus Principal, Migrant Campus Clerks, DMC, MSC	Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>13) The migrant students and their parents will attend the Middle School Migrant Leadership Conference in order to expand their leadership, learning, and study skills and share pertinent information for a successful academic experience.</p> <p>Population: Middle School PFS and Migrant students and parents Timeline: February 2018</p>	6	MSC DMC Migrant Parent Liaison Migrant campus clerks	Increased academic and test performance Formative: NGS Currently Enrolled Report, student sign in sheets Summative: Conference evaluation				
<p align="center">Critical Success Factors CSF 6</p> <p>14) Campus Migrant Clerk will conduct 4 meetings, 2 each semester, to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting to encourage parent participation.</p> <p>Population: Middle School students and parents Timeline: October & December, 2016, February & April, 2017</p>	2	Migrant Campus Clerk, Migrant Parent Liaison, MSC, DMC PFS/MIGRANT	Increase participation in PAC Meeting Increased student participation in supplemental activities Increase in attendance and student performance Formative: Fliers Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes Summative: Parent Recommendations Meeting Evaluations				

<p align="center">Critical Success Factors CSF 1</p> <p>15) Migrant students will have opportunity to attend the school districts summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Population: Migrant and PFS Middle school students Timeline: June 2018</p>	9	<p>Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC</p>	<p>Increased promotion rate and test performance PBMAS Formative: Eligibility Forms Attendance Sheets Weekly Assessments Participants Survey Summative: Completion Reports End of Program Assessment Results</p>	→			
<p align="center">Critical Success Factors CSF 6</p> <p>16) 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</p> <p>Population: Migrant Students Timeline: April 2017</p>	10	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Formative: Administration of Survey Summative: Survey Report</p>	→			
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>17) 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.</p> <p>Population: MS PFS Migrant Students Timeline: March 2018</p>	9	<p>MSC Migrant Counselor Migrant Clerks</p>	<p>Formative: Report Card Grades Summative: STAAR results</p>	→			
<p align="center">Critical Success Factors CSF 1</p> <p>18) Migrant students 6th -8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: Migrant Students Timeline: May 2018</p>	2	<p>Campus Principal, Counselors, Core Subject Teachers, Migrant Campus Clerk</p>	<p>Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Assessment Test Results (STAAR)</p>	→			

<p>Critical Success Factors CSF 1</p> <p>19) Students in the Migrant program will utilize technology through the use of computers and printers in order to accelerate their academic achievement</p> <p>Population: Migrant Students Timeline: Aug. 2017-June 2018</p>	2	Migrant Clerk	Formative Evaluation: Report cards Summative Evaluation: STAAR Results				
---	---	---------------	---	--	--	--	--


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

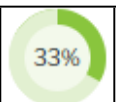
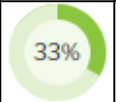
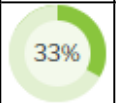
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.





Performance Objective 1: Achieve 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: STaR Chart
House Bill 5

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Integrate the use of internet and multimedia equipment through the use of desktops, laptops, iPad minis, tablets, document cameras, scanners, projectors, mounting equipment, TVs united streaming, Smartboards, printers, and COW's (computers on wheels) into instruction for the purpose of creating vibrant rigorous and interactive lessons. Populations: TI,MI,ELL,SE,AR,GT,DYS,CTE All students Timeline: August, 2017- June 2018</p>	2	Administration TST Classroom Teachers	<p>Formative: Lesson Plans Walk-throughs Six Weeks Grades</p> <p>Summative: STAAR scores</p>				
<p>Funding Sources: 162 State Compensatory - \$30,800.00, 211 Title I-A - \$29,298.00, 166 State Special Ed. - \$800.00, 163 State Bilingual - \$1,870.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Administration will monitor academic, attendance, and discipline progress of students through the use of various software programs in order to provide interventions in a timely manner for students to increase student achievement and attendance in school.</p> <p>Populations: TI,MI,ELL,SE,AR,GT,DYS,CTE All students</p> <p>Timeline: Daily Aug. 2017 - June 2018</p>	2	Administration	<p>Formative: Monitoring reports from the different programs</p> <p>Summative: STAAR results EOC Algebra I results Attendance Rate Discipline reports</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Math, Science, and Social Studies teachers will utilize Mimio wireless devices in order to integrate technology into their daily lessons to increase students engagement in the lesson.</p> <p>Populations: TI, MI,SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: August 2017-June 2018</p>	5	Administration Math Dept. Teachers	<p>Formative: Walk-throughs Lesson plans Report Card Grades</p> <p>Summative: STAAR Math Scores EOC Algebra I Scores</p>				
<p>Critical Success Factors CSF 1</p> <p>4) Complete at least 30 hours of professional development per teacher with technology as a tool to assist student learning. (HB5)</p> <p>Population: All Teachers</p> <p>August 2017- June 2018</p>	3	Dean of Instruction TST	<p>Formative: Sign-ins Agendas Walk-throughs Lesson Plans</p> <p>Summative: HB5 Digital Learning Environment</p>				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency and implementation along with identifying the goals, software and technology needs.</p> <p>Population: All teachers Timeline: April 2018</p>	8	Campus TST Administration Teachers	<p>Formative: STaR Chart</p> <p>Summative: Summary report</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Students will utilize instructional software (e.g., Think Through Math, Compass Learning, iStation, STEM Scope, etc.) in order to accelerate learning through the use of instructional technology.</p> <p>Population: All students Timeline: Aug. 2017 - June 2018</p>	9	Dean of Instruction Classroom Teachers	<p>Formative: Software Reports</p> <p>Summative: STAAR results EOC results TELPAS results</p>				
<p>Funding Sources: 211 Title I-A - \$10,187.00, 199 Local funds - \$1,440.00, 164 State Career and Technical Education - \$412.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Teachers will implement the "Flipped Classroom Concept" in order to draws on such concepts as active learning, student engagement, and hybrid course design to increase student achievement.</p> <p>Population: All Students Timeline: Aug. 2017 - June 2018</p>	2	Classroom Teachers Dean of Instruction	<p>Formative: Lesson Plans Unit Tests</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 211 Title I-A - \$3,541.00</p>							
<p>Critical Success Factors CSF 1</p> <p>8) 8th grade students will utilize Graphing Calculators during their Math/Algebra I class on a daily basis in order to increase their problem solving skills and increase student achievement.</p> <p>Population: 8th Grade Students Timeline: Daily</p>	2	8th Grade Math Teachers Dean of Instruction	<p>Formative: Lesson Plans Informal & formal Observations Unit Tests Report Cards</p> <p>Summative: STAAR results Algebra I EOC results</p>				



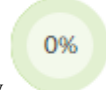

<p>Critical Success Factors CSF 6</p> <p>9) Provide training for students, parents, and teachers regarding Digital Citizenship (cyber bullying). (HB5)</p> <p>Population: All Students</p> <p>Timeline: November 2017</p>	6	Counselors BISD Police Dept.	<p>Formative: Lesson plans Sign-in sheets</p> <p>Summative: HB5 Digital Learning Environment</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 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: All BISD facilities 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: Maintenance Requests

Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The school will be maintained as a clean and safe environment by the custodial staff in order to promote a positive learning environment.</p> <p>Population: All Students</p> <p>Timeline: Daily</p>	2	Head Custodian	<p>Formative: Daily Walk-throughs of the campus</p> <p>Summative: Survey</p>				
<p>Funding Sources: 211 Title I-A - \$3,000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: Budget reports

Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Follow spending targets provided by the District in order to spend 100% of all funds according to the timeline.</p> <p>Population: All Students</p> <p>Timeline: District spending timelines</p>	10	Administration	<p>Formative: Spending Targets</p> <p>Summative: End of year budget evaluation</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: End of Year Staff Survey

Summative Evaluation 2:



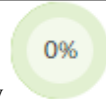

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Nominate teachers for performance awards sponsored by different entities in order to recognize them for their classroom achievements.</p> <p>Population: All students</p> <p>Timeline: Aug. 2017-May 2018</p>	5	Principal Dean of Instruction	<p>Formative: Award Application</p> <p>Summative: Climate Survey</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 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:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Update website at least monthly including showcasing student and community activities in order to promote the campus.</p> <p>Population: All Students</p> <p>Timeline: Monthly</p>	2	Principal Technology Support Staff	<p>Formative: Website</p> <p>Summative: Website</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>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Tuition free Academic Literacy Institute for current 6th and 7th grade English Language Learners. These sessions will provide intensive academic literacy preparation in the core disciplinary areas for the upcoming school year. Population: 6th & 7th Grade ELL Students Timeline: June 9, 2017 - June 29, 2018
1	1	9	Teachers will incorporate Classroom Talk and Writing to Learn from the Common Instructional Framework in order to increase student engagement in the learning process. Population: All Students Timeline: Daily, Aug. 2017 - June 2018
1	1	10	Teacher will record formative exams electronically for students with oral accommodations in order to increase the time on task in the classroom. Population: Sp. Ed. Students Dyslexia Students Timeline: Sept. 2017 - June 2018
1	1	16	Students with Special Needs will be provided additional evaluations as needed in order properly service the child. Population: OHI students Timeline: As needed
1	1	17	LPAC will monitor the progress of ELL students throughout the school year and evaluate the ESL program at the end of the school year. Population: ELL students Timeline: Progress monitoring throughout the year and End of Year LPAC
8	1	7	Teachers will implement the "Flipped Classroom Concept" in order to draws on such concepts as active learning, student engagement, and hybrid course design to increase student achievement. Population: All Students Timeline: Aug. 2017 - June 2018

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) at the end of the school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 school year and to increase the Level III Advanced performance level in all content areas.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are based on scientifically based research that (1) strengthen the core academic program through staff development; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (1.1.2, 1.1.5, 1.1.10, 1.1.11, 1.1.12, 3.1.5, 7.1.13, 8.1.6)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program under Title I-A. 211. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.1.7,1.1.9, 7.1.5)

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

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Our campus will also offer professional development to address issues of the bilingual child, SIOP training will be provided to all classroom teachers. Programs available to teachers include: Living with Science and Review360 and are designed to increase student achievement. ESL certifications for all ELA teachers are highly encouraged; also encouraged are the use of strategies from SIOP, 6+1 Traits writing Model and Dr. Marzano's trainings in all classroom settings. Multidisciplinary teaching is encouraged in all content areas. We will create a lab for math and science which will assist our AT-Risk student population to access computer-assisted instruction through computers for the use of the Texas Success Initiative. (1.1.1, 1.1.3, 1.1.6, 3.1.4, 7.1.2, 7.1.3, 8.1.4)

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. Extra duty pay is available to coaches for athletic as well as tutorial teachers and Chess team coach.(8.1.3)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Newsletters from the principal will be posted on a regular basis to keep all stakeholders informed of changes and events on campus. Parents who have requested eSchools accounts have provided an email address that will be incorporated and used to email parents of upcoming events. Campus website will be updated monthly and kept user friendly for parents to gather information. All students in at risk groups (including those above) will utilize the Compass Learning Lab software to address areas of concern and will increase scores by 10%. Migrant clerk will provide snacks for parental meetings. Twice a semester. (3.1.6, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8)

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

An orientation for 5th grade students and their parents will be held annually in the spring to assist with the transition into middle school and for 8th grade students and their parents to assist with the transition into high school. Feeder school send 5th graders to an orientation session held during the day where they are given an overview of programs available to them at Oliveira Middle School. Student schedules are mailed upon completion and orientation day is held for incoming 6th graders to "walk the campus" prior to the start of school. (3.1.2, 3.1.3)

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.(1.1.4)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. After school tutorial programs are made available for students. Lesson plans are created based on students need and teachers work to close the learning gap. Another intervention teachers are conscientious is Building CALP in all core areas daily, so teachers are encouraged to the use of BISD Bilingual web site programs that can be visited on a regular basis. (1.1.8, 3.1.1, 3.1.7, 3.1.8, 7.1.4, 7.1.5, 7.1.9, 7.1.11, 7.1.15, 7.1.17, 7.1.18)

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds (211) along with 162, 199, 166 and 163 funds are used to purchase supplemental instructional materials,media,laptops and library resources used to improve and enhance the overall instructional program. Migrant clerk salary.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Students identified as Migrant, after being identified, are contacted by migrant clerk weekly and if needed, are provided with school supplies and/or clothing. Teachers are provided with updated lists of active migrant students on campus by the Migrant clerk. Campus counselors are available to work with migrant students and parents. Counselors advise parents, students, teachers and administrators of specific needs and assists with locating appropriate services for the migrant students. The Migrant clerk assists migrant students' location services and programs as needed. Teachers work with the migrant students to accelerate instruction knowing that they may finish the school year earlier than other students. Migrant Clerk will make available a computer and printer to assist Migrant students with homework and Special Projects. PFS students will be provided with the necessary supplies and resources (clothing, hygiene products) as needed.

Bilingual Funds (263) are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual or ESL funds will be used to provide additional instructional time for ESL I-III students and MI, MII students. Teachers will monitor all ELL students through Grade Speed and Aware. Teachers that are not ELL certified and all core content areas will be sent to SIOP trainings. TELPAS results with AMAO will be shared with teachers at the start of the school year in order to identify areas of need for ELL student. The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives.

Oliveira Middle School uses a three tier approach to provide services for all students who qualify as At-Risk students. Students who are identified as an At-Risk student, the broader the number of services are made available for students. Afterschool tutorials will be developed to the students and implemented. Benchmark assessment will be given to students to monitor progress throughout the year & appropriately create academic intervention plans.

Counselors develop a counseling program designed to serve all students/groups that will assist students with issues such as emotional distress, family problems, align student interest and achievement results with academic career planning and industry needs. Communication & organization with parents on the student's progress & achievement will be followed through planners.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Students identified as Special Education are provided with a variety of supports, individually depending on needs. Counseling services, inclusion services, classroom accommodations and transportation are provided to students after ARD committee makes a recommendation based on assessment data, parent and teacher in-put. (1.1.5, 7.1.1, 7.1.6, 7.1.7, 7.1.8, 7.1.10, 7.1.12, 7.1.16, 7.1.19, 8.1.1, 8.1.2)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erendira Garcia	Nurse		.4
Erika Palacios	Teacher		1
Genaro Martinez	Teacher		1
Janie Casas	Library Aide		1
Jennifer Ochoa	Teacher		1
Maria Barrientos	Parent Liaison		1
Maria Rangel	Dyslexia Aide		1

Plan Notes

1. Activity 6.1.6 is new for HB5
2. Move money from 211-11-6649-62-045-Y-30-0F2-Y (Capital Assets) to 211-11-6399-00-045-Y-30-0F2-Y (Instructional Supplies) = \$1,049
3. Move money from 211-23-6649-65-045-Y-30-0F2-Y (Capital Assets) to 211-23-6399-00-045-Y-30-0F2-Y (Supplies) = \$3,742
4. Complete Recommendation Forms for ALL Extra Duty accounts

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Cynthia Castro	Principal
Facilitator	Bill Gutierrez	Dean of Instruction
Classroom Teacher	Tomas Gomez	Science Teacher
Classroom Teacher	Phillipe Lopez	ISS Teacher
Classroom Teacher	Guadalupe Lopez	Sp. Ed. Teacher
Classroom Teacher	Tony Pineda	SS Teacher
Classroom Teacher	Jose Rebollo	CTE Teacher
Classroom Teacher	Jonnathan Ruiz	Math Teacher
Classroom Teacher	Sandra Vallejo	Reading Teacher
Classroom Teacher	Maria Villafranca	English Teacher
Parent	Erika Fayette	Parent
Business Representative	Hector Hernandez	Business Owner
Business Representative	Juan Fernandez de Lara	Business Owner
Community Representative	Mario Aguilar	Retired Teacher
Community Representative	Linda Lopez	Retired Teacher
Parent	Nereyda Villarreal	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	Game Salad	199-11-6395-62-045-Y-21-000-Y	\$1,440.00
Sub-Total					\$1,440.00
Budgeted Fund Source Amount					\$1,430.00
+/- Difference					-\$10.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Paper	162-11-6396-00-045-Y-30-000-Y	\$5,000.00
1	1	2	Supplies	162-11-6399-62-045-Y-30-000-Y	\$8,269.00
1	1	3	Substitutes	162-13-6112-00-045-Y-30-000-Y	\$3,150.00
1	1	3	Staff Development Extra Duty Pay	162-13-6118-00-045-Y-30-000-Y	\$4,564.00
1	1	3	Professional Development Supplies	162-13-6399-00-045-Y-30-000-Y	\$4,000.00
3	1	1	Tutorial Extra Duty Pay	162-11-6118-00-045-Y-30-000-Y	\$19,357.00
3	1	1	SSI Tutorial Extra Duty Pay	162-11-6118-00-045-Y-24-SSI-Y	\$11,440.00
3	1	4	1 Dean of Instruction FTE	162-13-6119-31-045-Y-30-000-Y	\$84,048.00
3	1	7	1 FTE At-Risk Counselor	162-31-611-31-045-Y-30-000-Y	\$65,000.00
3	1	10	Supplies	162-61-6499-53-045-Y-30-WTF-Y	\$249.93
3	1	11	Teacher FTEs	162-11-6119-01-045-Y-30-000-Y	\$100,131.00
8	1	1	Computers for Students	162-11-6649-62-045-Y-30-000-Y	\$14,938.00

8	1	1	Classroom Printer	162-11-6649-62-045-Y-30-000-Y	\$562.00
8	1	1	Desktop Computers Jan SCE	162-11-6649-62-045-Y-30-TEC-Y	\$14,310.00
8	1	1	Software Desktop Computers Jan SCE	162-11-6395-62-045-Y-30-TEC-Y	\$990.00
Sub-Total					\$336,008.93
Budgeted Fund Source Amount					\$316,349.00
+/- Difference					\$-19,659.93
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies-State Bilingual	163-11-6399-00-045-Y-25-000-Y	\$175.00
1	1	2	Printer Ink-Bilingual	163-11-6399-62-045-Y-25-000-Y	\$731.00
1	1	3	Professional Development Supplies	163-13-6399-00-045-Y-25-000-Y	\$2,000.00
1	1	17	LPAC subs	163-11-6112-18-045-Y-25-000-Y	\$3,700.00
8	1	1	2 Computers-ESL Class	163-11-6649-62-045-Y-25-000-Y	\$1,760.00
8	1	1	Software Licenses - ESL Class	163-11-6395-62-045-Y-25-000-Y	\$110.00
Sub-Total					\$8,476.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-8,466.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	CTE Supplies	164-11-6399-ZZ-045-Y-22-000-Y	\$2,588.00
1	1	3	CTE Professional Development	164-13-6411-23-045-Y-22-000-Y	\$1,000.00
8	1	6	CTE Keyboarding Software	164-11-6399-ZZ-045-Y-22-000-Y	\$412.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-3,990.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies-Sp Ed Resource	166-11-6399-00-045-Y-23-0P4-Y	\$930.00

1	1	2	Supplies-Life Skills	166-11-6399-00-045-Y-23-0P1-Y	\$800.00
1	1	2	Supplies-Toner Life Skills	166-11-6399-62-045-Y-23-0P1-Y	\$1,500.00
1	1	2	Supplies-Toner Resource	166-11-6399-62-045-Y-23-0P4-Y	\$500.00
1	1	2	Supplies-Sp Ed Gloves, Velcro, Vest	166-11-6399-00-045-Y-23-0B0-Y	\$500.00
1	1	16	OHI Assessment Reuqests	166-31-6219-00-045-Y-23-0N7-Y	\$10,000.00
8	1	1	Electronic Devices Sp Ed	166-11-6398-62-045-Y-23-0P4-Y	\$800.00
Sub-Total					\$15,030.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-15,020.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Vertical, Horizontal Planning Saturday	211-13-6118-00-045-Y-30-AYP-Y	\$9,265.00
1	1	1	Vertical,Horizontal Planning Saturday	211-11-6118-00-045-Y-30-AYP-Y	\$8,100.00
1	1	2	Paper	211-11-6396-00-045-Y-30-0F2-Y	\$3,000.00
1	1	2	Supplies	211-11-6399-00-045-Y-30-0F2-Y	\$29,028.00
1	1	2	Supplies-Printer Ink	211-11-6399-62-045-Y-30-0F2-Y	\$5,000.00
1	1	2	Supplies-STEM	211-11-6399-00-045-Y-30-STM-Y	\$5,000.00
1	1	2	Supplies-Printer Ink Main Printer	211-11-6399-62-045-Y-30-0F2-Y	\$2,101.00
1	1	2	Supplies-PFG	211-11-6399-00-045-Y-24-PFG-7	\$2,656.00
1	1	3	Substitutes	211-13-6112-00-045-Y-30-AYP-Y	\$9,500.00
1	1	3	Professional Development Supplies	211-13-6399-00-045-Y-30-0F2-Y	\$2,100.00
1	1	18	Printing of Spring Benchmarks	211-11-6399-16-045-Y-30-0F2-Y	\$1,000.00
2	5	4	AP Exams	211-11-6339-00-045-Y-30-0F2-Y	\$1,305.00
3	1	1	Tutorial Transportation	211-11-6494-00-045-Y-30-0F2-Y	\$16,000.00
3	1	1	Tutorial Extra Duty Pay	211-11-6118-00-045-Y-30-0F2-Y	\$7,100.00
3	1	9	Summer Bridge Extra Duty Pay-4 Teachers	211-11-6118-00-045-Y-30-BDG-Y	\$1,920.00
6	1	1	Home Visitor-Mileage	211-61-6411-00-045-Y-30-0F2-Y	\$600.00
6	1	2	Food for Parent Meetings	211-11-6499-53-045-Y-30-0F2-Y	\$475.00

8	1	1	Computers for Students	211-11-6649-62-045-Y-30-0F2-Y	\$23,190.00
8	1	1	Software Licenses	211-11-6395-62-045-Y-30-0F2-Y	\$2,200.00
8	1	1	Classroom Printers	211-11-6649-62-045-Y-30-000-Y	\$1,810.00
8	1	1	HDMI Cables	211-11-6399-00-045-Y-30-0F2-Y	\$700.00
8	1	1	iPad Covers	211-11-6399-00-045-Y-30-0F2-Y	\$1,398.00
8	1	6	Compass Software	211-11-6249-00-045-Y-30-0F2-Y	\$3,642.00
8	1	6	STEMscopes Science Software	211-11-6249-00-045-Y-30-0F2-Y	\$6,545.00
8	1	7	Wiring for TVs	211-11-6399-00-045-Y-30-0F2-Y	\$3,541.00
9	1	1	211-51-6315-00-045-Y-30-0F2-Y		\$3,000.00
Sub-Total					\$150,176.00
Budgeted Fund Source Amount					\$139,269.00
+/- Difference					\$-10,907.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies-Federal Bilingual	263-11-6399-00-045-Y-25-000-Y	\$3,554.00
3	1	1	ELL Tutorial	263-11-6118-00-045-Y-25-000-Y	\$3,250.00
Sub-Total					\$6,804.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-6,794.00
Grand Total					\$521,934.93