

# Brownsville Independent School District

## Perkins Middle School

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Closing Performance Gaps

Postsecondary Readiness



## **Mission Statement**

As part of a global community, Perkins Middle School is instilling 21st century leadership skills and ethics to all students by promoting self-discipline, motivation, and excellence in a safe learning environment.

## **Vision**

“Empowering Global Leaders Everyday!”

## **Value Statement**

*Theme & Motto:*

**iConnect, iInnovate, iInspire**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Perkins Middle School is located in Brownsville, Texas. Perkins Middle School is one of ten middle schools in Brownsville ISD. The campus was constructed in 1987. The main campus was originally comprised of 82 classrooms, a cafeteria, library, and gymnasium. The school colors are black, red, and silver, the school mascot is a Stallion, and the school motto is: "iconnect, iInnovate, iInspire".

At Perkins Middle School, it is our mission to provide all of our students with an opportunity to excel in an educational program that allows them to pursue a post-secondary education and/or career in order to become productive citizens of society. We believe Perkins Middle School has the responsibility of ensuring that all students receive a quality public education that develops their potential, independence, and character. We consider that all students have the capacity to become responsible citizens and productive lifelong learners. We also believe that by working collaboratively with parents and the community, Perkins Middle School can help all students achieve personal and educational success.

In addition, we believe that Perkins Middle School can join parents in developing our students' self-esteem, moral values, honesty, integrity and respect for self and others. We believe our students need the opportunity to develop mentally and physically through adequate and rigorous programs of study and appropriate physical challenges. Moreover, we believe we can accomplish our mission through teamwork, dedication, and professionalism.

The student population at Perkins Middle School is approximately 694 and serves students in grades 6<sup>th</sup> through 8<sup>th</sup>. According to the PEIMS Data Review of our campus profile, 99.0% of the student population is Hispanic and 100% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 33.42% are classified as Limited English Proficient and a majority is English/Spanish bilingual. The student population by gender is 361 males and 333 females of which 18% are identified as special population subgroups.

In addition, many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. The student demographics has decreased over the last 3-5 years by 1.3%.

The students that are identified as at-risk are identified as per section 29.081 of the Texas Education Code and comprise 59% of the student population. As per the state criteria, the students are under 26 years of age and are at-risk of dropping out of school. In addition, the state also uses a criteria that has 13 indicators that identifies a student as at-risk.

The district/campus uses both state and local indicators. The state criteria that is used is defined in section 29.081 of the Texas Education Code which are listed under the 13 indicators that identify a student as at-risk. In addition, the local indicator is based on a student's migratory status.

The programs that are available for students that are at-risk for dropping out are tutoring, counseling, alternative schools, differentiated instruction, employment training, intervention programs, communities in schools, close follow up procedures on truancy and absenteeism.

The students that are targeted to participate fall under the 13 indicators that identify a student as at-risk as per the Texas Education Code. There are approximately 565 at-risk students out of the school's total population. The attendance rate is 96.5% for all students and 96.0% for at-risk students. The retention rate is 5.45% for all and at-risk students. Moreover, the dropout rate was 0.0% for all and at-risk students.

## Demographics

### Demographics Summary

Perkins Middle School is a predominantly Hispanic school with 694 students serving students from 6th through 8th grade. The Student population by gender is 361 males and 333 females. According to PEIMS Data Review, 99.00% of the student population is Hispanic, 0.01% white, 0.02% African-American and 0% other. Many of our students are first-generation Mexican immigrants, 33.42% which is classified as Limited Proficient and a majority in English/Spanish bilingual.

In addition, according to the PEIMS Data Review, 100% of the students are identified as Economically Disadvantaged. Many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the women infant, children (WIC) nutrition program, and subsidized housing and medical assistance. Approximately 2.66% of our students are under the McKinney-Vento Act/Youth Connection Project.

Moreover, the student demographics has increased over the last 3-5 years by 2%. Our student/teacher ratio is 25 to 1. Perkins Middle school faculty and staff population are approximately 100 employees. All teachers are highly qualified as per TEA and SBEC.

### Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Attendance rate increase to 97.1% meeting the state required standard
- At-risk tutorial enrollment
- Students participation in extra-curricular activities

# Student Achievement

## Student Achievement Summary

After a thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice. Student achievements are stated as followed: 6th grade 65% Reading and 72% Math, 7th grade 66% Reading and 60% Math, 8th grade 81% Reading 82% Math 62% Social Studies and 69% Science. 68% met satisfactory state standards at Phase-in 1 which 36% were special education, 68% economic disadvantage and 45% ELL.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need.

The following information originated from the 2017-2018 STAAR results.

### STAAR Summary of 6th- 8th Grades Tested

	State	District	Campus
<b>Grade 6</b>			
Reading	69%	63%	65%
Mathematics	76%	73%	72%
<b>Grade 7</b>			



Reading	73%	71%	66%
Mathematics	70%	67%	60%
Writing	70%	72%	64%
<b>Grade 8</b>			
Reading	86%	85%	81%
Mathematics	85%	87%	82%
Science	76%	71%	69%
Social Studies	63%	60%	62%

Performance Variation Between All Student Group and ALL Grades

	All Students	Hispanic	White	Econ Disadv	Special Ed	ELL
<b>All Subjects</b>	<b>70%</b>	<b>70%</b>	<b>52%</b>	<b>69%</b>	<b>39%</b>	<b>45%</b>
<b>Reading</b>	<b>71%</b>	<b>71%</b>	<b>*</b>	<b>71%</b>	<b>39%</b>	<b>42%</b>
<b>Mathematics</b>	<b>73%</b>	<b>73%</b>	<b>83%</b>	<b>73%</b>	<b>42%</b>	<b>53%</b>
<b>Writing</b>	<b>64%</b>	<b>63%</b>	<b>*</b>	<b>63%</b>	<b>32%</b>	<b>40%</b>
<b>Science</b>	<b>69%</b>	<b>69%</b>	<b>*</b>	<b>69%</b>	<b>35%</b>	<b>33%</b>
<b>Social Studies</b>	<b>62%</b>	<b>62%</b>	<b>*</b>	<b>62%</b>	<b>38%</b>	<b>40%</b>

updated 12-17

**Student Achievement Strengths**

**Findings/Analysis Results:**

The following areas of strengths were identified after all findings were analyzed by the SBDM Committee.

- Reading 6<sup>th</sup> grade
- Math 7<sup>th</sup>-8<sup>th</sup>
- Dropout rates
- Algebra STAAR percentages were highest in the district.
- Closing the academic gaps across all sub-populations/demographics

#### Student Achievement Needs:

- improve ELA instruction
- continue to increase performance for Social Studies and Science
- close achievement gaps for between all students and Special Education and ELL student performance
- Improve 7<sup>th</sup> grade Language Arts, 6<sup>th</sup> – 8<sup>th</sup> grade Reading, and 8<sup>th</sup> grade Social Studies STAAR for all students by attending accelerated programs after school and Saturday tutorials
- Improve 6<sup>th</sup> grade Math and 8<sup>th</sup> grade Science STAAR scores for all students including sub populations such as attending accelerated programs such as Hands-on-Equations & Z-Space
- Students will participate in the district's Duke talent search program in order to promote college readiness
- LEP, Special Education, and Migrant students. Provide resources and supplemental supplies to all student
- Close the gap between LEP students and non-LEP students that meet the STAAR standards across the grade levels by attending accelerated programs
- Increase the number of LEP students that meet the Reading STAAR across the grade levels by attending accelerated programs
- Provide necessary supplies across all sub-populations including migrant students.
- After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:
  - Improve Reading STAAR scores in 7<sup>th</sup> -8<sup>th</sup> and maintain 6<sup>th</sup> grade by providing teachers with PD/training. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.16,1.18,1.19,1.20,1.24,1.26
  - Instructional Consultants will be utilized in order to provide up-to-date professional development services to certified personnel and effectively close academic gaps between sub-groups. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9,1.10,1.11,1.12,1.16,1.18,1.19,1.20,1.24,1.26
  - Improve Math STAAR scores in 7<sup>th</sup> -8<sup>th</sup> and maintain 6<sup>th</sup> grade by implementing additional resources to student learning. 1.5,1.6,1.7.1.8,1.10 ,1.11,1.12,1.16,1.18,1.19,1.20,1.23,1.24,1.25,1.26
  - Teachers will work collaboratively to focus on preparing all students including Migrant, LEP, and Special Education students for the following grade level through vertical team meetings. 1.1,1.15

- Close the gap between LEP and non-LEP and increase Reading STAAR across grade level by collaborating with Tech Lab teacher in providing programs to enhance learning. 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.15,1.16,1.18,1.19,1.20,1.24,1.26
- Meet AMAO's 1, 2 and AYP for LEP students by implementing the following Action Steps:  
1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.15,1.16,1.18,1.19,1.20,1.24
- Increase attendance rate 3.1,3.2,3.3,3.4,
- Provide necessary supplies/tools across all sub-populations in order to close achievement gaps and attain individual academic growth 7.2
- Ongoing monitoring of LEP student population will be done through Team and Department meetings on a monthly basis. Teachers will conduct the ELPS checklist at the beginning, middle and end of year to monitor progress. Teachers and administrators will monitor student data from previous years, as well as scores for the current school year. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2017-2018 Campus Improvement Plan. In order to meet the required percentages for AMAO, teachers will be provided with additional resources that address teaching English Language Domains, Higher Order Thinking Skills, Levels of Bloom's Taxonomy, and Academic Vocabulary. Teachers will document the state required ELPS, TEKS and Reporting Categories on their lesson plans and will also be visible in the classroom to all students and visitors.

## School Culture and Climate

### School Culture and Climate Summary

After thorough review of multiple data sources, the SBDM Committee assessed the overall school culture and determined that the effective approaches to improving school climate involve collaborative planning, collegial work, and a school atmosphere conducive to experimentation and evaluation and view all school staff (teachers, paraprofessionals, custodians, secretaries) as important contributing members who are engaged in the development of activities that take place over time. Similarly, students, parents, and community members must be included in projects to address school climate. Inviting a parent or student as a token representative will not be enough; to foster an investment in the project, individual contributions and participation must be welcomed, respected, and valued as part of school-wide efforts.

Overall, there were 70 online surveys submitted. Of the seventy surveys submitted, 35% had students in 6<sup>th</sup> grade, 35% had students in 7<sup>th</sup> grade, and 44% had students in the 8<sup>th</sup> grade. The majority of the respondents (parents) visited the school at least once per month and are concerned about their student' safety and school atmosphere. To this end, they are somewhat satisfied with their students' level of academic performance and motivation. In addition to student safety and environment, parents voiced their concerns about improving district wide parent events and educating students/parents on the topics of cyber bullying, dangers of facebook, discipline (runaways), homework skills and counseling kids for drugs/gangs. Many of the respondents were concerned about these issues and also stated that it would be best for parent meetings to be held afterschool because it would be more convenient with their work schedule.

The purpose of this survey was to determine how well Perkins Middle School provides quality service experiences to parents, students, faculty and staff in three areas: safety, teaching and learning, and relationships. The quantitative and qualitative findings of this study indicate that there are several areas of need. These areas of need span all categories evaluated.

Academic Planning and Professional Development Networks, SBDM committee recommends that we continue to address the academic deficiencies identified. Those deficiencies have been identified as safety, teaching and learning, and relationships. There are four recommendations listed below.

- Student achievement is the greatest priority of all educational needs. It is recommended that all professional staff attend training to address the identified academic/instructional student needs. In addition it is essential to develop positive relationships among students and teachers. This will also create a common practice among everyone in the building, which establishes consistency in communication and ultimately protocol. Establishing this practice should focus on five major components: self-control, unconditional positive regard, teaching expectations, classroom arrangement, and effective delivery of instruction.
- Secondly, there is a need for strengthening teacher preparation both in content and effective teaching practices. As means of addressing this issue, teachers need to be provided content based professional learning opportunities that will provide them with the instructional skills and best practices needed for preparing, developing, and implementing rigorous lessons.
- Thirdly, it is recommended that Perkins continues to develop professional learning communities (PLC), that established a platform for discipline based teams to communicate across grade levels as well provides grade level teams to evaluate student performance, behavior, and deficiencies. The PLC platform should also be used to develop pathways of communication among school staff and internal/external administration that provides staff with input in the decision-making process.
- Finally, the continued development of parental involvement programs that provide parents with support for their child's learning at home, information about the instructional program, student performance data and opportunities for shared decision-making as well.

These recommendations should serve as suggestions to guide Perkins Middle School in our efforts to continuously improve and grow as we establish future goals and objectives in our endeavor to ensure that quality services/instruction are being provided to our stakeholders.

### School Culture and Climate Strengths

- **Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee:
- **Achievement motivation:** Students at the school believe they can learn and are willing to learn.
- **Collaborative decision making:** Parents, students, and staff are actively involved in the decisions affecting the school.
- **Equity and fairness:** Students are treated equally regardless of ethnicity, gender, and disability.
- **General school climate:** There is a positive quality of all interactions and feelings of trust and respect within the school community.
- **Order and discipline:** Students display appropriate behavior in the school setting.
- **Parent involvement:** Parents participate frequently in school activities.
- **School-community relations:** The community is supportive and involved in the life of the school.
- **Dedication to student learning:** Teachers actively motivate students to learn.
- **Staff expectations:** Staff expects that students will succeed in school and in life.

- **Leadership:** The principal effectively guides the direction of the school, including creating a positive climate.
- **School building:** The physical appearance of the school building reflects respect for the school and community.
- **Sharing of resources:** All students have equal opportunity to participate in school activities, materials, and equipment.
- **Caring and sensitivity:** The principal shows consideration for the students, parents, and school staff.
- **Student interpersonal relations:** There is a high level of caring, respect, and trust among students in the school.
- **Student-teacher relations:** There is a high level of caring, respect and trust between students and teachers in the school.

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

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

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention are effectively in practice and are contributing factors to the overall staff solidarity. Administration and Curriculum Specialists work in collaboration to provide professional development for all new and returning professional staff. Extensive and on-going training in Reading, Math & Science, and Social Studies is a well established campus practice. New Teacher Training and Mentorship assist in providing guidance and support and promote the necessary teacher comradeship. All Teachers and Paraprofessionals are highly qualified as per TEA and SBEC background checks and certifications. The SBDM Committee interviews all staff being hired at the school campus. Appropriate questions that fit the job description are asked to help make the most appropriate decision in hiring the best qualified candidate.

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

**Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

- T-TESS
- Training to improve delivery of instruction (DOK's)
- Present staff is supportive and adhere to campus procedures and goals
- Tutorials paid through special programs and advanced academics.

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

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

Perkins Middle School is committed to providing an outstanding education for every middle school student. In an information-rich, technology-driven society, Perkins Middle School must be prepared to use the same 21st century tools in the classrooms that students are using in their everyday lives. Our school looks beyond state expectations and standards and prepares students to compete in order to succeed in a global economy. The curriculum and instruction in Perkins Middle School must be delivered by highly qualified, well-trained, and effective teachers. Our curriculum and instruction must foster curiosity and a love of learning through active engagement of all students, real world applications to learning, developmentally-appropriate materials and activities, high quality and updated instructional technology, and research-based methods of instruction which harness – but do not stifle – students’ energy.

Perkins Middle school provides a balance of social experiences and academic rigor – work which challenges the mind, promotes interdisciplinary thinking, ignites students’ passions and interests, and addresses the head, hand, heart, and health of the student. Perkins Middle school engages students of all backgrounds and ability levels with instruction that moves them beyond literacy and numeracy to excellence in the mathematics, reading, science, social studies, fine arts, health, athletics, and technology . Time is of the essence for the work that must be done to improve middle level education. By transforming Perkins Middle School, the bridge between middle school and high school will be strengthened. At the heart of this transformation is the promise to provide every middle school student with a high quality education and a commitment to close the achievement gap.

To address the needs to transform Perkins Middle School, the campus SBDM committee is organized as the driving task force which is committed to education excellence for all students. Parents, students, educators, representatives, from our community representatives work with university partners and our colleagues from surrounding counties participate in this endeavor. Feedback from the SBDM committee provided the starting point for the work of this driving task force. SBDM members reviewed campus strengths and needs as well as research from the leading organizations on middle school reform. The SBDM Committee further assesses our campus program effectiveness and determines that through the collaboration of various campus resources and community entities the academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choice.

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



**Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Curriculum, Instruction and Assessment Strengths
- District Wide Benchmarks
- Department meetings to discuss alignment between subjects
- Classroom observations
- Core area Horizontal alignment
- Core Area Vertical alignment.

## Family and Community Involvement

### Family and Community Involvement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community initiatives are successfully in practice and are contributing factors to the total partnership between the school and the general community. The results of the parent school climate survey identified the overall campus progress and the challenges to be addressed. The positive school climate resource provides practical ideas for safe and accepting school culture as we build on successes and address new and ongoing challenges with respect to improving the school climate. It offered new ideas and strategies that can be adapted as we continue to nurture a learning environment that enables all students to thrive. In addition, Perkins Middle School keeps open lines of communication with parents through newsletters, scheduled parent/teacher conferences, open-house, and e-messenger. Thus, these undertakings have been accomplished through the following on-going campus initiatives:

1. The measurable growth Parent and Community Involvement has had in the educational process by providing educational opportunities through conferences, meetings and workshops for all sub-populations. 6.1.6, 7.1.10
2. The steady increase of Community Participation in School Events/Sports by inviting community stakeholders to attend games, events or school related functions to increase support and participation. 6.1.5
3. The successful increase of attendance rate by informing parents of attendance issues through the use of district School Messenger, home visits, parent conferences. 6.1.11
4. The quantifiable increase in the number of Parent participation of At-risk population by conducting home visits that are informative in nature and provide opportunities for student academic success. 6.1.11, 6.1.9
5. The student accessibility to provide hygiene supplies for migrant students by directly addressing basic student needs. Migrant students will receive age-appropriate clothing, school supplies in order to support daily school attendance thus addressing the district attendance policy for the middle school students. 6.1.5, 7.1.2, 7.1.3
6. Monitor individual student progress, working together as teams to improve academics for all students through data from benchmarks and RTI's and monitor behavior through data from Review 360 as indicated in Demographics section 7.1.2, 7.1.3
7. Provide migrant students with computers, printers, and cartridges so they may work on homework assignments and projects 7.1.2, 7.1.3

7.1.2, 7.1.3

## Family and Community Involvement Strengths

**Findings/Analysis Results:** The following areas of strengths were identified after all findings were analyzed by the SBDM Committee.

- Our school encourages parents/community to be actively involved
- High parent attendance at the parent center
- Open House Attendance
- Career Day
- Campus Website
- Principal of the Day
- Take your child your child to work day
- Adult Education Classes

## School Context and Organization

### School Context and Organization Summary

Perkins Middle School teachers have a voice in grade level planning, campus content committees, SBDM meetings, LPACs, attendance and placement committees, discipline committee, and social committee meetings. Weekly faculty meetings are held to train teachers and communicate. Surveys in the spring are used to determine climate. Teachers at each grade level plan family nights on campus, and teachers are enlisted to train during professional development times.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization initiatives are effectually in practice and are contributing factors to the fundamentally central success of our campus organization. These undertakings have been accomplished through the following on-going campus initiatives:

1. Marked attendance of department chair members will directly monitor and collaborate with teachers.
2. Regular campus walkthroughs by administration in order to provide direct feedback and increase measurable rigorous delivery of instruction.
3. Through the use of Tango Central (a district initiative data program) individual student academic growth is monitored and assessed.

Administrators and teachers keep a log of their participation in Department meetings. To best support campus efforts and meet identified needs at the District and Campus level activities/resources and implementation timelines related to School Context and Organization are set forth in all sections of the 2017- 2018 Improvement Plan.

In addition, survey results offered a comprehensive assessment of Perkins Middle School organizational culture, the campus outlook on the development of the instructional plans, and the target resources designed to increase in student learning. The survey also demonstrated that teachers and students can play a crucial role in school success. The survey also found that Perkins Middle school is well organized, safe, and supportive to all stakeholders.

### School Context and Organization Strengths

**Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Department Chairperson Meetings
- Regular Department Meetings
- SBDM Committee Meetings
- CATCH Program
- Full-time Parent Liaison
- In Schools Community
- Calendar of Events

# Technology

## Technology Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the academic improvement would be founded on the state assessment requirements of the implementation of rigorous and relevant instruction by teaching and improving strategies that will help our students achieve expected standards. The SBDM will also review and revise, as needed, policies that establish monitoring of effective and varied instructional methods focusing on learning styles, multiple intelligences, and student choices.

Based on our Campus Needs Assessment survey provided to students and teachers, it was identified that both students and teachers state the need for additional technology support to enrich the lessons and enhance learning. The addition of technology resources in the classroom will aid students in the learning process, thus positively impacting their academic success. Staff members will receive training on TEXT help so that its implementation is of optimal use. Additional software is needed so that the campus offers its students an array of up to date technology support resources that target the different academic areas. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Technology are set forth in all sections of the 2017-2018 Campus Improvement Plan.

## Technology Strengths

**Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Network Infrastructure
- Computer Lab Accessibility
- Train staff on the use of TEXTHelp
- A-Z, Brain Pop, Aware
- EduSmart Science
- AR (Accelerated Reader)

## Technology Needs

Core content area classrooms need to mount projectors to better integrate technology into instruction.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)



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

### **Student Data: Student Groups**

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

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

**Goal 1: 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**



**Performance Objective 1:** A minimum of 80% of our BISD students tested will demonstrate approaches performance on the STAAR Reading, Writing, Language Arts, Math, Science and Social Studies tests.



**Evaluation Data Source(s) 1:** STAAR Reading, Writing, ELA, Math, Science and Social Studies







**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective




**Next Year's Recommendation 1:** Keep meeting once a week to horizontally align upcoming units of study.







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

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum &amp; discuss effective teaching strategies for upcoming units of study. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 &amp; M2 students. Test will be same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.#10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair(s) and District Specialist</p>	<p>F: Teacher made tests, Benchmarks, Sign in, Agenda Texas Middle School Fluency Assessment Lion Assessment Mid Point Checkpoints S: STAAR, TAPR Report, PBMAS, AMAOS 1,2,3, SELP</p>				
<p>Funding Sources: 211 Title I-A - \$7,000.00, 162 State Compensatory - \$5,000.00</p>							






<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Implement 2017-2018 Action Plan for ELA including reading novels, Dr. Kay's text structure strategies, reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension utilize Lion testing scores and the A.R. program to increase individualized reading fluency as needed. Enhance vocabulary development by using Frayer Model; Word of the Day. This will promote a conducive environment for the enhancement of reading and learning. (revised 1-2018) Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Twice per week from Aug. 2017-May 2018. CNA P. #10-11</p>	<p>Teachers, Administration, Library, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Diagnostic Test Results, Benchmark Scores, Lion Testing, Texas Middle School Fluency Assessment, Mid Point Checkpoints, Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p> <p>S: STAAR results</p>				
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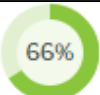
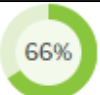
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. In addition, all reading teachers will administer the lion test to all students 6-8th grade 3 times a year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students.</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Aug. 2017-May 2018. CNA P.10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Diagnostic Test Results, Lion Testing</p> <p>S: STAAR, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS</p> <p>Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) The implementation of the Accelerated Reader program will enhance and build upon reading skills necessary for academic and STAAR mastery 6-8th grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: 2nd through 6th weeks from Aug. 2017-May 2018. CNA P.10-11</p>		<p>Teachers, Librarian, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: With the use of the accelerated Reader Program, every six-weeks a print out of points obtained from each reading class will be published for public viewing. AR, however, cannot be used in the grading system.</p>				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>5) Teachers from the ELA, Math, Science and Social Studies department will have numerous opportunities to attend a conference/training(Region One) including district professional development in GT/Pre-AP and will be prepared to share the information with the rest of the teachers. Faculty members have be provided with STAAR and TELPAS data at the start of the school year to identify struggling learners and prescribe early interventions for academic progress by student category (B, I, A, M1, M2) in ELA. Certified personnel will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements. New/updated information will be presented and implemented in the classroom to increase student progress in STAAR/EOC results. Population: 6-8th grade students -At-risk -GT -Pre-AP/AP -DYS -SE -MI -LEP -Timeline: Aug. 2017-May 2018. CNA P. #10-11</p>		<p>Teachers, Librarian, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Agendas, ERO, Student performance in weekly tests, six weeks grade, and benchmark results. S:STAAR Reading Scores, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS  Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: 211 Title I-A - \$18,600.00</p>							






<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, checkpoints, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher. Incentives for students to motivate the tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Sept. 2017-May 2018. CNA P.# 10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Teacher made tests, benchmark results Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p> <p>S: STAAR Reading Scores, TAPR, PBMAS, AMAOS 1,2,3, SELP, TELPAS</p>				
<p>Funding Sources: 211 Title I-A - \$43,920.00, 162 State Compensatory - \$30,473.00</p>							
<p>7) The A.R. program will be an additional tool embedded within the curriculum to integrate literary elements in order to understand an array of written texts. LEP GT PRE AP DYS SE AR TI Timeline: Meet once a week from Aug. 2017-June 2018 CNA P 10-11</p>		<p>Teachers, Librarian, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Teacher monitoring, software use logs</p> <p>S: EOY AR Reports, STAAR Reading Scores</p>				






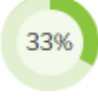






<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) ALL core areas, special education and electives teachers will use instructional materials: computers, laptops, printers, computer devices, calculators, Nooks, cameras, and ink necessary to help students achieve academic progress in the required state assessments. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric cars for Science STEM activity. Technology training will be provides in all core subject areas for teachers in the areas of PowerPoint, smart board Web links etc. to develop an ambiance for interactive learning and increase participation for students. Computer aide assistant will help students with computer programs. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. # 10-11</p>	<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist Faculty, Administrator for State Compensatory Education</p>	<p>F: lesson plans, classroom observations, student progress reports, benchmark scores, mid-point checkpoints S: STAAR Scores</p>				
<p>Funding Sources: 163 State Bilingual - \$1,000.00, 199 Local funds - \$2,899.00, 211 Title I-A - \$45,963.00, 162 State Compensatory - \$18,685.00</p>						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>9) Provide reading materials in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.# 10-11</p>	<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: Classroom grades and hands on projects, mid-point checkpoints S: STAAR Performance, Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: 199 Local funds - \$2,000.00, 211 Title I-A - \$14,600.00</p>						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) Provide incentives to support library reading programs. Support library/ activities with clerical assistance, supplies, equipment and materials and student incentives. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. # 10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: AR Reports Calendars Activity Displays</p> <p>S:AR EOY Reports, STAAR Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p><b>Critical Success Factors</b> CSF 4</p> <p>11) Following the BISD transitional bilingual program model, provide instruction that ensures advancement/progress of bilingual categories for each school year with the goal of passing assessments in English after a minimum of three years. Population: LEP Timeline: Every six weeks from Aug. 2017-May 2018. CNA P.# 10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F:Milestones scores Student grades, Reading/Wag Checklists</p> <p>S:TELPAS Scores Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p>Funding Sources: 163 State Bilingual - \$4,500.00</p>							

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>12) Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction.</p> <p>Population: 6-8th grade students</p> <ul style="list-style-type: none"> <li>-LEP</li> <li>-GT</li> <li>-Pre-AP/AP</li> <li>-DYS</li> <li>-SE</li> <li>-MI</li> <li>-AR</li> <li>-TI</li> </ul> <p>Timeline: Aug. 2017-May 2018. CNA P.# 10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: RTI data, walkthroughs, checkpoints Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p> <p>S:STAAR, TELPAS, SELP,PBMAS, AMAO1, AMAO2, BENCHMARKS</p>				
<p><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>13) Hold a cluster vertical and horizontal alignment meeting to share teaching practices and strategies in order to facilitate students transition from PK-12th grade. Supplies as needed to facilitate students transition.</p> <p>Population: 6-8th grade students</p> <ul style="list-style-type: none"> <li>-LEP</li> <li>-GT</li> <li>-Pre-AP/AP</li> <li>-DYS</li> <li>SE</li> <li>-MI</li> <li>-AR</li> <li>-TI</li> </ul> <p>Timeline:Teachers meet once every 6 weeks from Aug. 2017-May 2018. CNA P.# 10-11</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>F: RTI data, Walkthroughs, Checkpoints Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p> <p>S:STAAR, TELPAS, SELP,PBMAS, AMAO1, AMAO2, BENCHMARKS</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>14) In order to achieve STAAR goals all students in 6th-8th grade Reading, Math, Science and Social Studies will be monitored through the implementation of bi-weekly quizzes created by the collaboration of the Language Arts teachers (in STAAR tested grade levels and areas) and curriculum specialist. They will also be administered grade level aligned test to monitor students progress to show mastery of unit, mid-point checkpoints and state test. Population:6-8th grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. #10-11</p>		<p>Teachers, Administration,Dean of Instruction, Department Chair and District Specialist</p>	<p>F:Bi-Weekly Quiz Benchmark tests, student work, Checkpoints S: Report Card, STAAR Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>15) The Perkins Summer Bridge program is designed to provide extended instructional time for students in need of academic support in Reading, Math, Science and Social Studies who are transitioning from 5th to 6th grade. Population: 5th going to 6th grade students -LEP-GT -Pre-AP/AP-DYS-SE-MI-AR -Timeline: July- Aug. 2018</p>		<p>Teachers, Administration, Dean of Instruction, Department Chair and District Specialist</p>	<p>Reading and math opportunities for these students through real- world, hands-on programs and labs Campus Administration Walkthroughs, In-formal-Formative Assessments, and District Benchmarks F: Student work S: Teacher Reports/ Tango Data</p>				<p>Funding Sources: 211 Title I-A - \$8,000.00</p>

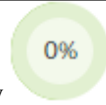
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>16) Teachers will utilize reading, math, science and social studies software for example; STEMScopes, Zingy, Edgenuity, PEG writing, as resources to help analyze student weaknesses and strengths in order to plan instruction. Teachers will use district adopted computer based programs/technology in the classroom in order to enhance and rigorously accent delivery of instruction. Population:6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. # 11</p>	<p>Teachers, Administration, Dean of Instruction, Department Chair, and District Specialist</p>	<p>F:Webcatt, TMDs Student progress reports, weekly/six weeks exams Tango: Benchmarks District/Campus Exams STAAR S: STAAR, report cards</p>				
<p>Funding Sources: 162 State Compensatory - \$3,900.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>17) Administer the MSTAR Universal Screener to 6th-8th grade students in order to monitor the student's algebraic readiness. Population: 6-8 grade students -LEP-GT-Pre-AP/AP-DYS-SE-MI-AR-TI Timeline: 2nd. 4th and 6th six weeks.from Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, and District Specialist</p>	<p>F:Beginning, Middle and End of Year MSTAR results S:Algebra EOC</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>18) 6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. AP Spanish students will take the AP (Spanish Language and Culture). Population:-GT/Pre-AP, AP Spanish Timeline: 1st six weeks. from Aug. 2017-May 2018. CNA 10-11</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, Parents, and District Specialist</p>	<p>F:Science fair journal step by step AP Spanish Language and Culture tutorials S:School and District Fair participation S: Spanish Language and Culture AP TEST</p>				
<p>Funding Sources: 199 Local funds - \$350.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>19) We will devote 40% of science instructional time to field &amp; laboratory investigations to ensure ample for descriptive, comparative, &amp; experimental investigations outlined in new TEKS. STEM activities will be provided to students as well. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, and District Specialist</p>	<p>F: Teacher lesson plans Science Unit test grades. Benchmark grades. S: STAAR</p>				
<p>Funding Sources: 211 Title I-A - \$5,000.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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

**Performance Objective 2:** A minimum of 90% of our Career and Technical Education students will meet academic performance standards.

**Evaluation Data Source(s) 2:** TSI testing for all 8th grade students

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) CTE teacher in grade 8 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2017 - July 2018		CTE teacher Dean of Instruction	Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



**Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.**

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









**Evaluation Data Source(s) 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Add more practice for UIL competitions

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) The Perkins Band students, along with the Band directors, will participate and perform in various UIL, TMEA and BISD events throughout the school year. These events include concerts, competitions, parades and other events in and out of district. Abiding by district budget guidelines, meals, fees, transportation, supplies and miscellaneous costs will be provided Population: 6th, 7th&amp; 8th grade Band Students and Band Directors Timeline: Aug. 2017-June 2018.</p>		Band Directors and Choir Directors	<p>Formative: At least 100 students of 6th grade to join Band or Choir depending on yield from Elementary Schools.</p> <p>Summative: Band and Choir UIL performance outcomes. Max. Proficiency to reach by the attainment of a superior rating in both concert and sight reading contests with a min. of an excellent rating.</p>				
Funding Sources: 199 Local funds - \$2,200.00							



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) The choir will perform and compete at various concerts and competitions in and out of district abiding by district budget guidelines. Population: 7th-8th grade TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Choir Timeline: Aug. 2017-May 2018. Students</p>		<p>Choir Director</p>	<p>Formative: Lesson Plans, Sound Building, Proficiency in both concert and sight reading abilities.</p> <p>Summative: Performance ratings Choir UIL performance outcomes. Max. Proficiency to reach by the attainment of a superior rating in both concert and sight reading contests with a min. of an excellent rating.</p>			
<p>Funding Sources: 199 Local funds - \$1,000.00</p>		<p>Art Teachers</p>	<p>Formative: Lesson Plan, Student work</p> <p>Summative: Performance Ratings</p>			
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The Art UIL competition group will travel for UIL Art competition. Fees, transportation, supplies and miscellaneous costs will be provided following district guidelines Population: 6th-8th grade -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Art Students Timeline: Aug. 2017-May 2018.</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 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:** Perkins Middle School will develop prevention and intervention strategies that will increase at-risk student achievement on STAAR by 5% and reduce the middle school drop-out rate to less than 1% in Middle School.










**Evaluation Data Source(s) 1:** STAAR, At Risk Student Attendance Rate, Retention Rate, and the Dropout Rate.










**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective











**Next Year's Recommendation 1:** Attendance incentives such as raffles with gift cards will be added to improve attendance and motivate students who have perfect attendance.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) A variety of monitoring methods and techniques will be used to ensure we locate students who have been absent excessively and/or who have stopped attending school. Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS CNA P.# 9,11,&amp; 15 Timeline: Aug. 2017-May 2018.</p>		Home Visitor, Data Entry, Administration	Formative: Weekly attendance reports Campus Attendance Check List, Attendance Phone Log Summative: Attendance Rate, Dropout Rate, Retention Rate				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Campus liaison will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.</p> <p>Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Weekly from Aug. 2017-May 2018. CNA P.# 9,11, 15, &amp; 25</p>	<p>Area Superintendents, Campus Administration, Campus Home Visitors</p>	<p>Formative: Weekly attendance reports, Campus Attendance Check List, eSchoolsPLUS Rosters, Home Visit Logs, and Weekly Dropout Monitor Logs</p> <p>Summative: Attendance Rate and Dropout Rate</p>				
<p>Funding Sources: 211 Title I-A - \$900.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Overage students will have a choice to become familiar with advancement opportunities within the district to ensure they don't become dropout statistics. BLA will be a source of information for those students wanting to participate.</p> <p>Population: 6th -8th students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: During Registration and from Aug. 2017-May 2018. CNA P. # 9,11,&amp;15</p>	<p>Counselors, Administrators</p>	<p>Formative: Weekly attendance reports, Campus Attendance Check List, eSchoolsPLUS Rosters, Home Visit Logs, and Weekly Dropout Monitor Logs</p> <p>Summative: Dropout Rate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Classify At-Risk students by criteria in order to provide appropriate intervention strategies</p> <p>Population: Middle School At-Risk Students Timeline: Aug. 2017-May 2018. CNA P. # 9,11,&amp; 15</p>	<p>Counselors, Computer Services</p>	<p>Formative: Weekly attendance reports, Campus Attendance Check, eSchoolsPLUS &amp; At Risk Listing reports</p> <p>Summative: STAAR, Dropout Rate</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) A support plan for secondary teachers of LEP students will be implemented and followed: LEP students will be identified by campus/teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided.</p> <p>Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program implementation will be provided</p> <p>Population: Middle School LEP Students and Recent Immigrant</p> <p>Timeline: Oct 2017- May 2018.</p>	<p>Curriculum and Instructional Specialists, ESL Counselor, Bilingual Department</p>	<p>Formative: Rosters reflecting 90% Attendance</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$1,000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Aug. 2017-June 2018.</p>	<p>Administration, Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Benchmark Scores, ERO session evaluation report, ERO Session Attendance Report, Student Progress Report</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$64,714.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) In order to maximize dyslexia resources and instructional time, dyslexia lab teacher and aide will provide dyslexia inclusion services throughout the periods when they are not providing services in their lab.</p> <p>Population: DYS</p> <p>Timeline: Aug. 2017-June 2018. Daily.</p>	<p>Dyslexia Teacher, Dyslexia Aide</p>	<p>Formative: Inclusion sign in form Dyslexia lab schedule, benchmarks.</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: 211 Title I-A - \$26,223.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) LPAC committee will meet periodically to discuss bilingual student's progress and to update their records.</p> <p>Population: LEP</p> <p>Timeline: Aug. 2017-May 2018.</p>	<p>LPAC committee</p>	<p>Formative: Verification of records and testing of incoming students. Tracking of student progress.</p> <p>Summative: Updating records. Exiting and dismissal of bilingual students that no longer qualify for Bilingual Services.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) Core area teacher will help target at risk students' needs more effectively by providing students assistance through the use of research based strategies. Population: AR, TI, MI, LEP Timeline: Meet on a daily basis from Aug. 2017-May 2018. CNA page 17</p>	<p>Campus Administration, Administrator for State Compensatory Education, Teachers</p>	<p>Formative: Lesson Plans, benchmark results, student progress reports, classroom observations, e-School Plus, Master Schedule Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$99,206.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Teachers will meet to develop a Year At A Glance Calendar. They will also align curriculum at the start of each six weeks to ensure ALL students including at risk student achievement. Tests will be the same for each grade level in each core area for each unit to measure student performance equally Population:6-8 grade students -LEP --DYS -MI -AR -TI Timeline: Year at a glance 2 days in Aug. and 1 day / Alignment at the start of each six from Aug. 2017-May 2018. CNA P.# 17</p>	<p>Core area teachers Dean of Inst., Principal</p>	<p>Formative:Year at a Glance calendar, Weekly teacher made tests 1st Six Weeks benchmark test Diagnostic test  Summative:STAAR, TELPAS,PBMAS, AMAOS 1-3</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) In order to target at risk students needs and to maximize instructional time and student individual assistance, the services of a dyslexia lab aide, a computer lab aide, and a library aide will be provided in the appropriate areas. Population:6-8 grade students -LEP -DYS -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.# 17</p>	<p>Teachers Dean of Instruction Librarian Library aide CCLC</p>	<p>Formative: Academic grades, benchmark results, chapter reviews, Summative: STAAR Results</p>				
<p>Funding Sources: 211 Title I-A - \$55,552.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Campus will support for Student Academic Success, College Readiness Skills and Parental Involvement. Population: 6th-8th grade students, teachers Timeline: Aug. 2017-May 2018.</p>		<p>Administrator, Project Director, Administrator</p>	<p>Formative: District and Campus Benchmark Score, Teacher Observation, Progress Reports, Summative Report Cards &amp; STAAR results Summative: Provide College Readiness Skills and Parent Involvement.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>13) The At-Risk Counselor will monitor and coordinate intervention programs for at-risk students that will meet their instructional needs. Population: AR, TI, MI, LEP Timeline: Aug. 2017-May 2018. CNA page 8</p>		<p>Campus Administration, Administrator for State Compensatory Education</p>	<p>Formative: District and Campus Benchmark Score, Teacher Observation, Progress Reports, eSchool Plus At Risk Progress Report, student progress reports Summative: STAAR Results</p>				
<p>Funding Sources: 162 State Compensatory - \$54,857.00</p>							
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							



**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 2:** Increase the student attendance rates for all district schools 98.5% for elementary schools, 96% for middle schools, and 95% for high schools.

**Evaluation Data Source(s) 2:** Increase our attendance goal to meet the 96% standard

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Add incentives such as basket balls, soccer balls for students who have perfect attendance on a weekly basis.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Percent attendance by grade level will be announced weekly. Students will receive motivational recognitions/accolades in order to promote and maintain campus attendance goals. Classes with the best monthly attendance will have their picture taken and displayed in front of the library. Students with perfect attendance for the Six Weeks will receive a pass to go to the front of the lunch line for the following six weeks. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA p. 8 Timeline: Aug. 2017-May 2018.</p>		Teachers Administration Attendance-Data entry clerks	<p>Formative: Posting reports by grade level</p> <p>Summative: Generating reports by grade level</p>				
Funding Sources: 211 Title I-A - \$1,700.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring/ management included in Campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: Campus Staff Attendance Personnel Timeline: 2017 Fall Semester.</p>		<p>Principal Asst. Principal PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p>	<p>Formative: Campus Attendance Management plans as needed by campus visitations by attendance office. Summative: Weekly review of campus attendance rates Monitor</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance, -to obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Population:Pre-K-12th Grade students Timeline: Aug. 2017-May 2018. CNA p.8</p>		<p>Principal PEIMS Supervisor Data Entry Clerk Student Accounting</p>	<p>Formative: Taking Attendance Rosters Summative: Running attendance reports</p>			
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						



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







**Performance Objective 1:** The percent of students taking the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%.







**Evaluation Data Source(s) 1:** Increase the number of Pre -AP classes by 5%

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Career Day will involve more people with different jobs from our community. Also care giver program to include people who can adopt a class and motivate them to continue to follow their dreams.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Counselors and clerical assistant will coordinate a variety of activities and events such as Career Day, Duke-Talent Search, and Drug Free Month. Supplies needed such as, ribbon, table covers, snacks, etc. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug.2017-May 2018. CNA pg. 18-19</p>		Counselors	<p>Formative: Sign in logs Handouts of Activities Monthly Log</p> <p>Summative: Dropout rate</p>				
<p>Funding Sources: 211 Title I-A - \$25,222.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Content area teachers will attend the AP summer institute designed to train teachers to implement a rigorous delivery of instruction that promotes college readiness. All Pre-AP classes will be available for students that are recommended by their teachers or that meet the criteria as specified in our course listing guide. AP syllabus is currently on file with college Board/Pre-AP and with syllabus on file with District Advanced Academics Department. Students will be appropriately coded and scheduled for GT/Pre-AP/regular and special programs in order to receive appropriate advance academic services as well as regular and IEP services.</p> <p>Population: 6-8grade students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Aug. 2017-May 2018.</p>	<p>All Pre-AP teachers, Dean of Instruction and other campus administrators data entry</p>	<p>Formative: Enrollment in Pre-AP classes, S.W. passing percents Summative: EOY grade</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Algebra classes will be available for students that are recommended by their teachers or that meet the criteria as specified in our course listing guide.</p> <p>Population:8th grade students</p> <p>Timeline: Aug. 2017-May 2018.</p>	<p>Counselors, math algebra teachers, dean of instruction.</p>	<p>Formative: Enrollment in Algebra classes Summative: Number of students receiving H.S. credit for Algebra I.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Students will participate in UIL events and competitions at the campus, district and out of district level. Supplies/materials necessary for the functionality of the campus will be readily available in order to appropriately meet the needs of students during campus events. Population: 6-8grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018.</p>		<p>UIL Coordinator UIL Coaches One Act Play Cord.</p>	<p>Formative- Sign in of UIL participants Summative-UIL main event One Act Play Competition</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) In order to motivate students to continue their educational career, we will give awards to students that achieve academic success and to those that participate in district wide academic events and activities such as Science Fair, History Fair, etc. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018.</p>		<p>Teachers, counselors, administrators, sponsors</p>	<p>Formative: Students six weeks academic progress. Summative: Students excelling in school work and academic events</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



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





**Performance Objective 2:** Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles










**Evaluation Data Source(s) 2:** Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Nurse will continue to monitor and continue to educate students on healthy habits.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Population: 6-8 grade students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2017-June 2018.</p>		Physical Ed. Specialist, Health Ed. Lead Teacher, Physical Ed. Teachers, Math, Reading & Writing Department Chairs, Staff Development (district & campus personnel, Dean of Instruction, and Campus Administration	Formative: Campus Improvement Plan Review Summative: School Health Index Documentation Campus Improvement Plan				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Nurse supplies and visual poster to promote students' healthy habits. Population: All campuses -Safety Coordinator -Health Education Teachers -PE Teachers -School Nurse -Counselor -Food Service Manager - Parent Liaison -Wellness Coordinator CATCH Champions Timeline: Aug. 2017-May 2018. CNA pg. 10-11</p>		<p>SHAC, BISD District CATCH Team, CATCH Champions, CATCH Campus Teams, Teachers, Specialist, Department Chairs, Dean of Instruction and Administration</p>	<p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan and Standardized Test Results</p>				
<p>Funding Sources: 199 Local funds - \$600.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Adopt and educate students/parents on the District dating Violence Policy that provides content and specificity in order to promote awareness and intervention strategies and comply with House Bill 121 effective 5/18/07. Population: 6-8 grade students -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS - Teachers -Counselors -Parents -AP Students Timeline: Aug. 2017-May 2018.</p>		<p>Curriculum Administrators, Guidance &amp; Counseling Administrator, Dean of Instruction, Health Ed. Lead Teacher Campus Administrators, Counselors, Department Chairs, and District Specialist</p>	<p>F-Curriculum Frameworks, Lesson Plans, Updated District Policy, Updated Code of Conduct, Updated District/Campus, Safety Plan, and Classroom Observation Documentation S-Participants evaluation/surveys</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jennas Law effective 09/01/2009. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI -Teachers -Counselors - Campus Administrators -Parents - Campus/District Staff Timeline: Aug. 2017-May 2018.</p>	<p>Counseling Dept. &amp; Administration, Campus Counselors, SAFE Counselors, At-risk Administrator/Supervisor/Counselors, Parental Involvement, Campus Personnel, Campus Administration and Dean of Instruction</p>	<p>F- Counselor Classroom Presentations F- Classroom Presentation Agendas F- Classroom Presentation Sign-in Sheets F- Verification of information Distribution via Signed BISD Parent/Student handbook receipt form S: Participants evaluations</p>				
<p>Funding Sources: 199 Local funds - \$7,000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) A full time nurse will assist students with health issues by administering medication, offering first aide during emergency situations, and will educate our students about the need to develop healthy habits, personal hygiene, etc. The nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses in order to improve student attendance/performance Population: 6-8TH Students -TI -ME -LEP -SE -AR -GT/Pre-AP/AP -DYS Timeline: Aug. 2017-May 2018.</p>	<p>Teachers, Dean of Instruction, Department Chair, District Specialist, TLI, Nurse and Administration</p>	<p>F-Sign in, Health records S- Student academic achievement, Up to date health records</p>				
<p>Funding Sources: 211 Title I-A - \$29,000.00, 199 Local funds - \$33,627.00</p>						
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

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

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

**Evaluation Data Source(s) 1:** Decrease discipline referrals, removals and expulsions by 5%.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue to provide Professional Development regarding bullying and all topics mentioned.




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Teachers will submit required contact documentation after each office referral within 24 hours. Administration will make sure teachers get feedback from 360 program within 48 hours. Necessary supplies will be readily available to students across all sub-populations in order to promote and maintain safe and healthy learning environment. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI (YS) Timeline: Aug. 2017-May 2018. CNA P.# 15</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist.	Formative: referrals to ISS, BAC, JJAEP Summative: Report cards, transition meeting, review 360 and RTI	100%	100%	100%	









<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Distribute student list every six weeks from district hearing officers regarding -Expulsions -Appeals so it can be compared to PEIMS records in Mainframe to assure correct reporting to TEA. Population:Administrators New Teachers Timeline: Aug. 2017-May 2018. CNA P. #15</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance Specialist</p>	<p>Admissions &amp; Attendance Discipline List compared to Order of Expulsions and Removals Summative: PEIMS records Formative: Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Involve appropriate campus counselor in transitional hearings for students returning from JJAEP to Brownsville Independent School District (BISD) for monitoring purposes and a successful transition to BISD Population:Principals Assistant Superintendents PEIMS Student Accounting Timeline: Aug. 2017-May 2018.</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Admission, attendance, Guidance Counseling Representative, JJAEP Representative.</p>	<p>Formative: Transitional Meeting Sign-in Sheets Summative: RTI and Review 360</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Provide professional development based on level of expertise and need in the following area: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Development Assets e.) Dating Violence f.) Signs of child Abuse g.) Response to Intervention (Rtl) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population:Counseling &amp; Guidance Representative Timeline: Aug. 2017-May 2018.</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors, Professional Development, Behavioral Specialists and RTI Specialist</p>	<p>Formative: Attendance Roster, Professional Development Evaluation, PEIMS  Summative: Discipline Reports</p>				









<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Campuses will develop and maintain an Emergency Operation Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators, Campus Staff &amp; Faculty Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security</p>	<p>Formative; After Action Reviews, Sign-In Sheets Summative: Evaluations, Audits</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>	
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Campuses must have an identification security system. All faculty must obtain and display an Identification card while on school grounds All students must obtain and display Identification Card while on school grounds Visitors must present an identification at Sign-In and escorted at all times. Population: Administrators, Campus Staff &amp; Faculty, Guidance &amp; Counseling, Administration, Students and Parents Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security</p>	<p>Formative: Sign-in Sheets, Identification Records Summative: Audits, Evaluation Sheets</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>	

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff Population: Administrators, Campus Staff &amp; Faculty, Students, All BISD Personnel, Visitors, Administration Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors</p>	<p>Formative : Officers/School Police Sign-in sheets/Agendas Summative: Evaluations, PEIMSDiscipline Reports</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	
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<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Student and Parent Presentations will be made periodically at campuses</p> <ul style="list-style-type: none"> <li>-Gang Awareness</li> <li>-Bullying</li> <li>-Dating Violence</li> <li>-Drug, Alcohol and Tobacco Awareness</li> <li>-Gun Safety</li> <li>-Teen CERT</li> <li>-Truancy</li> </ul> <p>EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency response Team (CERT) Truancy</p> <p>Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff</p> <p>Population: Administrators, campus Staff &amp; faculty, Guidance &amp; Counseling, Administration, Students and Parents</p> <p>Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors</p>	<p>Formative: Sign-In Sheets/Agendas Summative: Discipline Reports/ Parent Information Responses</p>				
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<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Dating Violence Policy -Maintain a written safety plan developed by the campus safety committee -Meet annually with parents for awareness education -Provide training for administrators, counselors and teachers -Provide counseling for students involved in offenses -Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating Population: Students, Parents Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Faculty/Staff, BISD Police/Security, Parent Involvement, Counselors, Professional Development</p>	<p>Formative: Sign-In Sheets/ Parent Awareness Meetings. Summative: Evaluations, Audits, PEIMS Discipline Reports</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>10) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population:Administrators, Campus Staff &amp; Faculty, Guidance &amp; Counseling, Administration, Students and Parents Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors</p>	<p>Student sign in sheets, Summative : Counselor logs</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) In order to reduce the number of Special Ed. Students referred to ISS and/or OSS, alternative disciplinary procedures will be implemented. Such as counselor referrals, BIP updates, redirection, etc. Population:Elementary, Middle School, and High School At-Risk students Timeline: Aug. 2017-June 2018 every time a Sp. Ed. student is referred to the office. Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Counselors</p>	<p>Formative: students placed in ISS/OSS S: Review 360</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>12) Maintain the district standard for students assigned to a Disciplinary Alternative Education Program (DAEP) in:</p> <ul style="list-style-type: none"> <li>-Attendance Rate</li> <li>-Pre-Post assessment results</li> <li>-Dropout rates</li> <li>-Sub groups representation and recidivism rates in order to comply with District goal</li> </ul> <p>Population: B.I Students Life Skills Timeline: Aug. 2017-May 2018.</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, DAEP Administration/Staff</p>	<p>Formative: Guidance and Counseling sessions/Monitoring of Attendance Summative: PEIMS DATA, Counselor's logs, AEIS DATA</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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





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














**Evaluation Data Source(s) 1:** Increase our campus parental involvement by 10%.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Parental Involvement will increase by adding computer classes once a week from the beginning of the year.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>1) Complete and disseminate a parental involvement policy so as to delineate how parents will actively involved at the district/campus level with intention to increase population. Disseminate School-Parent Student Compacts indicating each groups responsibilities to ensure student achievement. Will be included in the registration packet. Population: Parents Students School Timeline: . CNA Pgs. # 23 - 25</p>		Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	<p>Formative: School Parent-Student compacts, Campus Website</p> <p>Summative: Composite EOY Survey Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates and Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Conduct an annual TITLE I meeting to inform parents of services provided through TITLE I funds Population: Parents Students School Timeline: CNA Pgs. # 23 - 25</p>	6	Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison	<p>Formative: Agenda, sign in sheet, minutes, flyers.</p> <p>Summative: Composite EOY Survey, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline</p>				
Funding Sources: 211 Title I-A - \$260.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Conduct a campus need assessment and TI Parent Survey to evaluate the effectiveness of district and/or Campus Parental Involvement efforts Population: Parents Timeline: Aug. 2017-May 2018. CNA Pgs. # 23 - 25</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison</p>	<p>Formative: Survey Results Summative: Composite of Survey Results, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p>Funding Sources: 211 Title I-A - \$300.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>4) Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met. *Parental Involvement Policy *School Parent-Student compacts *Campus Improvement Plan Population: Parents Timeline: CNA Pgs. # 23 - 25</p>	<p>6</p> <p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, SBDM Committee</p>	<p>Formative: Calendar, agendas, sign in sheets, minutes, flyers, P.I. Policy, Compact, Parent Rep. List Summative: Composite of meeting minutes, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Host a Parent Orientation day to inform parents, students and community members of daily standard operation procedures and District Policy *Student code of conduct *Student-parent school compact *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population: Students, Parents and community Timeline: Aug. 2017. CNA Pgs. # 23 - 25</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison</p>	<p>Formative: agendas, sign in sheets, flyers, brochures, handouts, session evaluations Summative: Discipline referrals, Session Evaluations Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Capitalize on district community resources by creating partnership agreements with agencies and organizations *invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships Population: Parents and community Timeline: Aug. 2017-May 2018. CNA Pgs. # 23 - 25</p>	<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison, Counselors</p>	<p>Formative: Agendas sign in sheets MOU's Summative: Increased partnerships</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population:Parents Timeline: Aug. 2017-May 2018. CNA Pgs. # 23 - 25</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Parent Liaison</p>	<p>Formative: Agendas, sign in sheets session evaluations Summative: increased parent participation, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>8) Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services and/or referrals to agencies that address the needs in the following areas *Effective Teaching Strategies *Health Education-Families in Training *Special Populations (Bilingual, Dyslexia, G.T. Migrant, Special Ed.) *Building Capacity College readiness *Drop out and violence prevention-New Horizons *community agencies/organizations Population:Parents and community Timeline: Aug. 2017-May 2018. CNA Pgs. # 23 - 25</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Curriculum and Inst. Specialist, Campus Instructional Tech Teacher, 21st Century Site Coordinator</p>	<p>Formative: parent conference flyers sign in sheets conference agendas, meeting agendas, conference evaluations Summative: Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Parent Liaison funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings &amp; trainings. Parent Liaison will conduct home visits and inform parents with information concerning the At-Risk student in order to help provide opportunities for student academic success. Population:Parent Liaison Timeline: Aug. 2017-May 2018. CNA Pgs. # 23 - 25</p>		<p>Administration, Dean of Instruction, Teachers, Department Chair, District Specialist, Campus Parent Liaison and</p>	<p>Formative: Monthly contact log, composite report Summative: Monthly mileage log, Title I-A Parental Involvement Compliance checklist, EOC/STAAR Results, Attendance Rates Discipline Referrals</p>				<p>Funding Sources: 211 Title I-A - \$27,289.00</p>
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							



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













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

**Evaluation Data Source(s) 1:** 100% of our Migrant students will participate in the supplemental instructional activities support services

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective




**Next Year's Recommendation 1:** Migrant Clerk will continue to monitor and provide support for our migrant students.













Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) A migrant funded campus clerk will provide supplemental support services to all migrant students, 3 days per week in order to ensure additional academic support, enhance the advocacy for, increase encouragement to provide guidance and assistance with the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309. As well as ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students during Lunch Bunch activities Population: Migrant Students Timeline: Aug. 2017-May 2018.</p>		Campus Administration, MSC, and Migrant Teacher	<p>Formative: NGS Currently Enrolled Report, PFS Report</p> <p>Summative : Increase performance percentages in all core areas.</p> <p>Report Cards</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) PFS and Non PFS migrant students will receive age appropriate clothing, school supplies in order to support daily school attendance thus addressing the district attendance policy for the middle school students.</p> <p>Population: All Migrant Students 6th 8th CNA P.# 11 Timeline: Aug. 2017-May 2018</p>		<p>Campus Principal, Campus Migrant Clerk, Migrant Teacher.</p>	<p>Formative: NGS PFS Reports</p> <p>Summative: Completed Distribution Log with NGS#s</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$670.00</p>							
<p>3) PFS migrant students will receive age appropriate hygiene products</p> <p>Population: PFS Migrant Students Only 6th 8th CNA P.# 17 Timeline: Aug. 2017-May 2018</p>		<p>Campus Principal Campus Migrant Clerk, Migrant Teacher.</p>	<p>Formative: NGS PFS Reports</p> <p>Summative: Completed Distribution Log with NGS#s</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Migrant campus clerks will attend the annual intensive Identification and Recruitment (ID &amp; R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: Campus Migrant Staff Timeline: Aug. 2017- May 2018</p>		<p>Migrant Service Coordinator (MSC)</p>	<p>Formative: ID &amp; R Training</p> <p>Summative: Texas Education Agency (TEA) ID &amp; R Certificates</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) The Migrant campus clerk will attend the required annual NEW Generation System (NGS) state training in order to secure the need skills to accurately and appropriately input the data for migrant students into the migrant state data base.</p> <p>Population: Campus Migrant Clerk Timeline: Aug. 2017.</p>		<p>Migrant Campus Clerks MSC</p>	<p>Formative: NGS Annual Training</p> <p>Summative: NGS Certificates</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) The migrant clerk will assist with the annual ID &amp; R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: Migrant Students Timeline: Aug. 2017-May 2018</p>		<p>Migrant Campus Clerks</p>	<p>Formative: NGS Residency Verification Reports NGS Mass Enrollment Report ESchoolsPLUS Report</p> <p>Summative: Parent Signature on current COE</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year. Population: Campus Administrators Teachers Timeline: Aug. 2017-May 2018</p>	Campus Migrant Clerk	<p>Formative: PFS NGS Report and Campus Reports</p> <p>Summative: Signature Pages with staff signatures</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS database. Population: Campus Migrant Clerk Timeline: Aug. 2017-May 2018</p>	Campus Migrant Clerk	<p>Formative: NGS and e-SchoolsPLUS Reports</p> <p>Summative: PBMAS ICR Reports</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) PFS migrant students will be monitored by migrant clerk every three weeks in order to maintain constant vigilance on the academic progress of the migrant student and ensure academic success. Population: PFS students Timeline: Every 3 weeks Timeline: Aug. 2017-May 2018</p>	Migrant Clerk, DMC, and Migrant Teacher	<p>Formative: Migrant Clerk Log 3 weeks progress report</p> <p>Summative: Report Card</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Migrant clerk will hold two migrant parent meetings in order to provide current information regarding the academic progress of their children. Light refreshments will be served to encourage migrant parent participation. Population: Perkins Middle School migrant parents Timeline: Oct. 2017-Feb. 2018. CNA P. # 22</p>	Campus Migrant clerk and Migrant Teacher	<p>Formative: Meeting Fliers, Agendas Sign-in Sheets</p> <p>Summative: Meetings Evaluations</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) PFS Migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed Parental support is crucial in Migrant student success as they prepare for collage and post secondary careers. Parents visiting the campus will experience the college atmosphere first-hand as the campus initiates new curriculum from our College Readiness Grant. Population: PFS Migrant Students 6th-8th Timeline: Aug. 2017-May 2018</p>	<p>Special Program Admin Campus Principal Migrant Campus Clerk District Migrant Counselor (DMC) Migrant Service Coordinator (MSC) Migrant Teacher</p>	<p>Formative: NGS PFS Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Migrant students 6th-8th STAAR results will be reviewed to secure accurate placement into the appropriate state assessment tutorial/remediation opportunities during the regular school year and summer school session. Population: PFS Migrant Students 6th-8th Timeline: Oct. 2017-May 2018.</p>	<p>Campus Principal, Counselors, and Migrant Teacher</p>	<p>Formative: STAAR remediation enrollment lists NGS State Assessment Report Benchmark Results</p> <p>Summative: STAAR results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>13) All migrant students will have the opportunity to attend the district Migrant Middle School Conference in order to improve their leadership, learning and study skills and receive pertinent information regarding successful academic experience Population: 6th-8th Migrant Students and their parents Timeline: Feb. 2018.</p>	<p>DMC, Migrant Clerk, and Migrant Teacher</p>	<p>Formative: NGS Currently Enrolled List</p> <p>Summative: Conference Evaluations</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>14) Migrant students will have the opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Population: 6th-8th Migrant students Timeline: Summer 2018</p>	<p>Migrant Clerk</p>	<p>Formative: Eligibility forms, attendance sheets, weekly assessments, participants surveys</p> <p>Summative: Completion reports, end of program assessments results</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>15) The migrant clerk will attend Migrant Education Region One workshops in order to secure the most current information impacting the Migrant Program throughout the current school year. Population: Migrant Clerk Timeline: Meet once weekly from Timeline: Aug. 2017-May 2018</p>		<p>Migrant Service Coordinator</p>	<p>Formative: Region One Workshop Advisements, registration Forms, BISD Professional Leave form with approval signatures</p> <p>Summative: Workshop certificate, agenda, handout</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>16) Campus migrant clerk will conduct two meeting once 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 Population:Migrant Parent Timeline: twice a year</p>	6	<p>Migrant Campus Clerk Migrant Parent Liaison MSC DMC</p>	<p>Formative: Region One Workshop Advisements, registration Forms, BISD Professional Leave form with approval signatures</p> <p>Summative: Workshop certificate, agenda, handout</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the migrant program; thus providing a more comprehensive supplemental support to migrant students and their families. Population:Migrant funded staff : MSC. Timeline:August 1, 2017-June 30, 2018</p>		<p>Sp. Programs Administrator</p>	<p>Formative: NGS Reports Sessions Evaluations Summative: Workshop certificate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>18) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner. Population:Migrant Office Staff. Timeline:August 2017-June 2018</p>		<p>Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC</p>	<p>Formative: NGS and eSchool Reports Summative: PBMAS ICR Report</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>19) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for middle school. Migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: Migrant Students. Timeline: Aug. 2017-May 2018</p>	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Formative: Tango Trends Reports EOY Assessment TPRI/Tejas LEE/ SAT 10/EOC /STAAR EOY Migrant Promotion Rates Summative: STAAR and report cards</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>20) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students. Population:Migrant Students Migrant Parents. Timeline:August 26, 2017- June 19, 2018</p>	<p>Sp. Programs Administrator MSC, DMC</p>	<p>Formative: Student Surveys Parent Surveys Training Session Evaluations Documentation Logs Transcripts MEP Reports Campus Visitation Logs Summative: College Placements</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>21) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: Migrant Students. Timeline April 2018</p>	<p>Campus Administration, Migrant Funded: Migrant Teachers, HS Migrant Campus Clerks, MEP Secretary, DMC, MSC</p>	<p>Formative: Meeting Evaluations Student Session Evaluations Summative: Survey Results Implement of Survey Suggestions</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						




**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:** Our campus will be at Advanced Tech level in all four key areas of the Star Chart.

**Evaluation Data Source(s) 1:** Our campus will be at Advanced Tech level in all four areas of STAR CHART

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective











**Next Year's Recommendation 1:** Professional Development will be offered to increase Advanced Tech level on all areas of STAR CHART.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Desktop computers, laptops, ipads, nooks, projectors, and printers will be used during computer based instruction and adaptive-assisted devices will also be used to supplement and enhance instruction to improve at-risk student achievement: Microsoft Office, Population:6-8 gr. students -LEP -DYS -MI -AR -TI Timeline: Weekly Aug. 2017-May 2018 CNA page 23</p>		Administration, Dean of Instruction, Administrator for State Compensatory Education	Formative: Progress Reports, Benchmark Scores, Lesson Plans, software usage reports Summative: STAAR Tests				
Funding Sources: 162 State Compensatory - \$11,050.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Certified personnel will attend the yearly state technology conference/professional development in order to stay abreast of the latest advances in technology in order effectively improve student progress in technology/academics. Computer based instruction will be provided to improve and enhance the campus instruction program to improve at risk student achievement. Population: 6-8gr. students</p> <p>-LEP -DYS -AR -TI</p> <p>Timeline: Weekly from Aug. 2017-May 2018 CNA page 23 &amp; 28</p>		<p>Administration, Dean of Instruction, Administrator for State Compensatory Education</p>	<p>Formative: Benchmark scores, Checkpoints, Lesson Plans, Classroom Observations, Student Progress Report.</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Conduct teacher training through TST in the use of new software and technology available. Also, conduct teacher training in integrating technology with the curriculum.</p> <p>Implementation of Eschool Population: 6-8gr. students</p> <p>-LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI</p> <p>Timeline: Aug. 2017-May 2018 Waiver and staff dev. Days Planning periods.. CNA P.# 28</p>		<p>CTST, teachers CCLC Dean of Instruction Administration TST</p>	<p>Formative: lesson plans and classroom observations. Summative: benchmarks and other assessments for Sp. Populations</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Provide teacher and students training in Library programs and databases. Population: 6-8 grade students: LEP, GTT PRE AP/AP, DYS, SE, MI, AR, and TI.</p> <p>Timeline: Aug. 2017-May 2018</p>		<p>Librarian Dean of Instruction Administration</p>	<p>Formative: School in reports on usage of databases, AR, and book circulation statistics.</p> <p>Summative: students' grades, benchmarks and other assessments for Sp. Populations</p>				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) In order to rigorously enhance teacher' delivery of instruction, students will readily have accessibility to technology through the use of desktop computers. Devices will be used by students in a computer lab/classroom utilizing programs that are designed to improve students' reading, writing, math, and science skills. Teachers will integrate the use of computers, scanners, and laminators in their classroom to enhance their lessons and facilitate the learning process and appropriately monitor student academic performance Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P.# 28 Timeline: Aug. 2017-May 2018</p>		<p>Instructional Technology personnel</p>	<p>Formative: teacher's lesson plans. Class Projects Summative: grades, benchmarks and other assessments for Sp. Populations. CNA Survey Results</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$4,000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) In order to assist with the monitoring of student progress, analyze data to drive instruction and record teacher performance, campus administration will be provided with laptops. Administrators will have access to hardware necessary to enhance work production and student academic success Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI CNA P.# 28 Timeline: Aug. 2017-May 2018</p>		<p>Administrators</p>	<p>Formative: Work quality Summative-Student's academic success and data statistics in STAARS, Benchmark and six week grades.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Provide equipment and supplies needed for students and staff to access and utilize information Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018</p>		<p>Librarian Administration</p>	<p>Formative-AR Reports Circulation Statistics Database Statistics Summative-Student's academic success and data statistics STAARS, Benchmark and six weeks grades</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Provide yearly contract for service or repair of equipment used for student testing and /or security. Population:6-8gr. students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018</p>		<p>Dean of Instruction, Administration</p>	<p>Formative Testing, Benchmark, Checkpoints  Summative: Benchmark Reports</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

**Goal 9: Perkins Middle School will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.**

**Performance Objective 1:** Perkins Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Our campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: campus facilities Timeline: January 2018- June 2018		Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				

**Goal 10: Perkins Middle School will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.**

**Performance Objective 1:** Perkins will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

**Summative Evaluation 1:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Perkins will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Stakeholders Timeline: January 2018- June 2018 Need: Board approved goal priority		Campus Administration DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 10:** Perkins Middle School will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

**Performance Objective 2:** Perkins will commit to a balanced budget which includes improved school culture and teacher retention rate.

**Evaluation Data Source(s) 2:** Plan including improved funding for teacher incentives.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Perkins will provide a positive school culture by greeting teachers every day with a smile, giving them incentives such as raffles with prizes at least once a year. Also providing breakfast, snacks periodically.		Campus Administration	Positive school culture by rewarding teachers periodically				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 1:** Perkins will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Perkins will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: SBDM Members Timeline: January 2018- June 2018 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus Administration PIO	Monthly bisd posts will indicate a new activity. Formative: schedule of monthly activities Summative: listing of all activities that were presented in the year				
2) Departments will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: January 2018- June 2018 Need: Need: Decreasing enrollment/ Board approved goal priority		Campus Administration PIO	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) Perkins will update websites at least monthly including showcasing student and community activities. Population: BISD Stakeholders Timeline: December 2017- June 2017 Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017]		Campus TST Dean of Instruction	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet once a week to align ELA, Math, Science and Social Studies curriculum & discuss effective teaching strategies for upcoming units of study. Teachers will be released every six weeks to plan for upcoming instruction and vertically align. Faculty will be provided with STAAR and TELPAS training/data to help identify struggling learners and prescribe early intervention. Discuss the progress of B, I, A, M1 & M2 students. Test will be same for each grade level after each unit to measure student performance equally. Administration and the Dean of Instruction will meet with the departments as needed to plan and discuss Professional Development training/yearly conferences to ensure that all students meet the STAAR standards. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.#10-11
1	1	2	Implement 2017-2018 Action Plan for ELA including reading novels, Dr. Kay's text structure strategies, reading fluency will be addressed utilizing selected texts having students read orally and silently to increase strength and stamina. Also to increase comprehension utilize Lion testing scores and the A.R. program to increase individualized reading fluency as needed. Enhance vocabulary development by using Frayer Model; Word of the Day. This will promote a conducive environment for the enhancement of reading and learning. (revised 1-2018) Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Twice per week from Aug. 2017-May 2018. CNA P. #10-11
1	1	3	To track reading progress, teachers will administer the diagnostic reading test to all 6th-8th grade students and a reading fluency test to 7th grade students three times during the school year. In addition, all reading teachers will administer the lion test to all students 6-8th grade 3 times a year. To improve student reading results, a plan of action will then be created for at-risk 6-8th grade students. -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.10-11
1	1	6	Students that receive failing grades in the Reading, writing, Math, Science and Social Studies benchmarks, checkpoints, teacher made test, unit test, and diagnostic tests will be recommended and motivated to attend tutorial and/or Saturday Academies in order to meet STAAR standards. Tutorials will also help meet AYP requirements. Students that receive a 60 or lower in their courses will be monitored throughout the school year by classroom teacher. Incentives for students to motivate the tutorial attendance. Custodial supplies to maintain a healthy campus and repairs as needed. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Sept. 2017-May 2018. CNA P.# 10-11
1	1	9	Provide reading materials in a variety of formats to support the various curricula and leisure reading needs of students and staff. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.# 10-11
1	1	10	Provide incentives to support library reading programs. Support library/ activities with clerical assistance, supplies, equipment and materials and student incentives. Population: 6-8 grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. # 10-11

Goal	Objective	Strategy	Description
1	1	12	Implement intervention through RTI Tier Model in order to support student success: Tier I-120 mins. devoted to ELA instruction, Tier II- 30 Mins. per day in small group in addition to the core instruction, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Population: 6-8th grade students -LEP -GT -Pre-AP/AP -DYS -SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P.# 10-11
1	1	14	In order to achieve STAAR goals all students in 6th-8th grade Reading, Math, Science and Social Studies will be monitored through the implementation of bi-weekly quizzes created by the collaboration of the Language Arts teachers (in STAAR tested grade levels and areas) and curriculum specialist. They will also be administered grade level aligned test to monitor students progress to show mastery of unit, mid-point checkpoints and state test. Population:6-8th grade students -LEP -GT -Pre-AP/AP -DYS SE -MI -AR -TI Timeline: Aug. 2017-May 2018. CNA P. #10-11
1	1	18	6th-8th grade GT and Pre-AP students will be required to complete an original research based inquiry project. AP Spanish students will take the AP (Spanish Language and Culture). Population:-GT/Pre-AP, AP Spanish Timeline: 1st six weeks. from Aug. 2017-May 2018. CNA 10-11
2	1	2	The choir will perform and compete at various concerts and competitions in and out of district abiding by district budget guidelines. Population: 7th-8th grade TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Choir Timeline: Aug. 2017-May 2018. Students
2	1	3	The Art UIL competition group will travel for UIL Art competition. Fees, transportation, supplies and miscellaneous costs will be provided following district guidelines Population: 6th-8th grade -TI -MI -LEP -SE -AR -GT/Pre-AP/AP -DYS Art Students Timeline: Aug. 2017-May 2018.
7	1	19	In order to secure the data needed to accommodate placement into appreciate supplemental instructional opportunities for middle school. Migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities. Population: Migrant Students. Timeline: Aug. 2017-May 2018
7	1	20	The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students. Population:Migrant Students Migrant Parents. Timeline:August 26, 2017- June 19, 2018
7	1	21	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 sever migrant students. Population: Migrant Students. Timeline April 2018



# State Compensatory

## Budget for Perkins Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6112-00-046-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
162-11-6118-00-046-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,323.00
162-11-6118-00-046-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,150.00
162-11-6119-31-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,136.00
162-13-6119-31-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,279.00
162-31-6119-31-046-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,745.00
<b>6100 Subtotal:</b>		<b>\$242,633.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-046-Y-30-000-Y	6249 Contracted Maintenance & Repair	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$10,000.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-046-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$715.00
162-11-6399-00-046-Y-30-000-Y	6399 General Supplies	\$13,690.00
<b>6300 Subtotal:</b>		<b>\$14,405.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-046-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$10,335.00
<b>6600 Subtotal:</b>		<b>\$10,335.00</b>

**Personnel for Perkins Middle School :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anavel Gomez	Teacher	State Compensatory	.50
Gisela Delgado	Dean of Instruction	State Compensatory	1
Jaime Rojas	Teacher	State Compensatory	0.50
Laura Vela-Samaniego	At Risk Counselor	State Compensatory	1
Melissa Rodriguez	Teacher	State Compensatory	.50
Victor Ramirez	Teacher	State Compensatory	.50

# Title I

## Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school-wide program plan that includes all of the ten required components. The following components of a school-wide program are embedded within the campus improvement plan and its activities.

Perkins 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.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) 1.1, 1.2, 1.3 over a period of one 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 eon state assessments. The goal is to have 80 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 and to increase the masters performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies, 1.3 ,1.6, 1.8 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 established on scientifically based research that (1) strengthen the core academic program (activity: teachers will have extensive training on the implementation of depth of knowledge/rigorous instruction); (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 (activity: after school tutorial will begin on the third week of instruction); (3) include strategies for

meeting the educational needs of historically underserved populations (activity: customized student instructional approaches will be implemented to engage students in the learning process); (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 (activity: individual student academic/social constraints will be address); (5) address how the school will determine if such needs have been met (activity: the implementation of formal assessments); and (6) are consistent with and are designed to implement the State and local improvements plans.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

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. **CIP: 6.9,**

An orientation for 5<sup>th</sup> grade students and their parents will be held annually in the Spring to assist with the transition into middle school. An informational meeting will also be held with 8<sup>th</sup> grade students and their parents to inform them of high school requirements and expectations. **CIP: 1.21**

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. **CIP: 1.1, 1.3**

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. **CIP: 1.6.**

## **2: Schoolwide Reform Strategies**

The Schoolwide Reform is the core of our school strategies. Perkins M.S. will target the areas in greater need based on the student demographics.

The strategies involve:

- Preparing faculty to deliver the appropriate academic standards set by the state
- Focusing resources and faculty trainings on the academic core areas
- Improve the delivery of instructions based on our students' needs
- Implement rigorous instruction
- Meeting the needs of historically underserved population

In order to successfully implement the Schoolwide Reform Strategies, Perkins M.S. will be dedicated to increase the amount of learning time, provide an enriched and accelerated curriculum, provide computerize resources, book resources, and counseling and guidance.

## **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers 1.19 will carry out the instructional program. 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. 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, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

## **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 1.18 throughout the school year for all staff including, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified need(s) 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 attended/conducted both at the school and the education service center; these district/state conferences will be intensive and sustained in nature. In addition, school administration will attend the yearly state assessment conference/professional development in order to stay abreast of the latest state assessment requirements. Professional development will be design to include STAAR's training, SIOP, Living with Science,

Developing Metacognitive Skills, ELP's, MSTAR Academies, Technology Training, \*Response To Intervention 360, expecting higher

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

Perkins Middle School in conjunction with Brownsville Independent School District work diligently to attract to most highly qualified teachers for our student. (1.5, 1.19, 3.5) The school offers the following strategies:

- Wellness fitness program
- Stipends as an incentive for teachers to further their knowledge and education
- Set a comfortable and attractive school environment
- Well executed student discipline plan
- Ongoing educational trainings
- Technology Resources
- Opportunities for after school Coaching
- Opportunities to sponsor after school programs

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

Our campus Parent Liaison along with our Dean of Instruction developed a plan of action to compile information from parents and students. Surveys were given to all students to take home to their parents and return when survey was completed. Using School Messenger, the school principal informs all parents/families of the accessibility of district parental involvement policies through the school district website. Our parent liaison provided parent input based on parent attendance to the various classes offered. The campus parent liaison and dean of instruction disaggregated the data and presented to SBDM (3.20,6.3,6.5).

The strategies include:

- **Our school encourages parents/community to be involved Our school encourages parents/community to be involved**
- **High parent attendance at the parent center**
- **Encourage Open House Attendance**
- **Career Day**
- **Campus Website**
- **Principal of the Day**
- **Take your child your child to work day**
- **Adult Education Classes**

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

An orientation for 5<sup>th</sup> grade students and their parents will be held annually in the Spring to assist with the transition into middle school. An informational meeting will also be held with 8<sup>th</sup> grade students and their parents to inform them of high school requirements and expectations. **CIP: 1.21**

## **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**

The Dean of instruction is a dedicated administrator who makes sure academic assessments are aligned with the District's instructional program. To ensure teachers are included in the decisions regarding the use of academic assessments, the Dean of instructions conducts biweekly meetings. During the meetings, the Dean will discuss upcoming assessments and makes sure state standards are met.

## **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 C, and Local Funds. Title I Funds along with State Compensatory, Federal and State bilingual, Class Size Reduction, and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. **CIP: 1.6, 1.8, 1.9, 3.7, 3.11.**

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. All migrant students will receive grade appropriate school supplies in order to ensure academic success. PFS students will receive hygiene products in order to assist with basic and appropriate hygiene. Refreshments will be provided during Parent Migrant meetings in order to increase support and participation. Our migrant clerk will assist migrant students in the educational setting. **CIP: 7.2, 7.3, 7.10, 7.16**

Perkins Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Tutorials will be offered throughout the week and on Saturdays as needed. State Compensatory Education funds will also be utilized to provide direct instructional services via personnel, contracted services via a CIS Site Coordinator, computer based instruction, and other instructional resources to identified at-risk students.

Bilingual Funds 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. Our Bilingual clerk will assist children who are limited English proficient in the classroom setting. **CIP: 1.6, 1.19, 3.23, 3.24, 6.9VI.** The campus will also continue to provide the state mandated State Compensatory Education Program through campus as

well as District funded initiatives. Perkins Middle School implements the Three Tier Approach. Perkins will offer students tutorial opportunities as well as additional academic support through the use of technology software that addresses STAAR reporting categories. **CIP: 1.6, 3.1, 8.1, 8.3, 8.4, 8.5**

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. **CIP: 1.5, 1.6, 1.8, 1.28**



## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Ramriez	Computer Lab	Federal Program	2017-2018 Title I Personnel
Anna Carmean	Library Aide	Federal Program	2017-2018 Title I Personnel
Elizabeth Garica	Parent Liason	Federal Program	2017-2018 Title I Personnel
Fernando Garcia	Clerical Asst. II	Federal Program	2017-2018 Title I Personnel
Mary Monahan	Nurse	Federal Program	2017-2018 Title I Personnel
Yolanda Gonzalez	Dyslexia Aide	Federal Program	2017-2018 Title I Personnel

# Plan Notes

## MIGRANT

### PERKINS MS

#### PROBE FOCUS #9

- Our records indicate \$12570.00 for migrant clerk salary. CIP lists \$16152
- Our records indicate \$1075 for student supplies. CIP lists \$1075
- Budget amount for migrant teacher should be reflected on CIP
- Our records indicate \$19597 for teacher salary. CIP lists \$0
- Strategy(ies) need to be created that reflect Migrant Teacher
- Strategy #10 - Change two parent meetings into four parent meetings. Two each semester.
- Strategy #13 – Remove parents from attending the MS Migrant Leadership Conference
- Add Migrant Teacher to ‘Staff Responsible for Monitoring’ where appropriate.
- Include a Strategy Regarding ‘Graduating Juniors and Seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well’.
- Include a Strategy Regarding ‘Learning Academy Targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment’

#### PROBE FOCUS #10

- Include a PFS specific strategy (ies)
- Include a Strategy that details ‘9<sup>th</sup> and 8<sup>th</sup> Grade PFS Math Academy’

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gisela Delgado	Dean of Instruction
Administrator	Beatriz Hernandez	Principal
Classroom Teacher	Julio Ledezma	Technology Teacher
At Risk Counselor	Laura Vela-Samaniego	At Risk Counselor
Classroom Teacher	Leticia Garza	Math Teacher 6th Grade
Classroom Teacher	Raul Salinas	Reading Teacher 8th Grade
Classroom Teacher	Rolando Pineda	Social Studies Teacher 8th Grade
Classroom Teacher	Melissa Rodriguez	English Teacher 7th Grade
Classroom Teacher	Teresa Solitaire	Sped Teacher
Classroom Teacher	Holly Valdez	Science Teacher- 8th Grade
Student	Eleazar Hernandez	Student
Parent	Karen Toscano	Parent
Parent	Yadira Hernandez	Parent
Community Representative	Yadira Lopez	Community Representative
Community Representative	Joseph Clements	Manager at Legacy Dental
Business Representative	Charlie Cruz	Business Representative
Business Representative	Alfonso Delgado	Owner of Rodriguez Flooring
Non-classroom Professional	Sandra Sanmiguel	Records Clerk
District-level Professional	Carlos Olvera	Curriculum Specialist

## Campus Funding Summary

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	Supplies/Materials/resources	199-11-6399-00-046-Y-11-000-Y	\$2,499.00
1	1	8	Supplies/Materials/Resources	199-36-6399-00-046-Y-99-020-Y	\$400.00
1	1	9	Reading Materials	199-12-6329-00-046-Y-99-000-Y	\$2,000.00
1	1	18	Supplies	199-12-6399-00-046-Y-99-000-Y	\$350.00
2	1	1	Meal/transportation, supplies, fees/dues, uniform cleaning, employee travel.	199-36-6412-00-046-Y-99-000-Y	\$1,000.00
2	1	1	Supplies	199-23-6399-00-046-Y-99-000-Y	\$700.00
2	1	1	Employee travel	199-13-6411-23-046-Y-99-000-Y	\$500.00
2	1	2	Meals/Registration/Materials/Transportation	199-11-6412-00-046-Y-11-000-Y	\$1,000.00
4	2	2	Stipends	199-36-6117-00-046-Y-99-020-Y	\$600.00
4	2	4	Distribution of the BISD Parent/Student Handbook	199-11-6396-00-046-Y-11-000-Y	\$7,000.00
4	2	5	Nurse	199-33-6119-00-046-Y-99-033-Y	\$33,627.00
8	1	2	Capital Assests	199-23-6649-00-046-Y-99-000-Y	\$1,000.00
<b>Sub-Total</b>					\$50,676.00
<b>Budgeted Fund Source Amount</b>					\$40,424.00
<b>+/- Difference</b>					<b>\$-10,252.00</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Substitutes	162-11-6112-00-046-Y-30-000-Y	\$5,000.00
1	1	6	Professional Extra Duty	162-11-6118-00-046-Y-30-000-Y	\$13,150.00
1	1	6	Maintenance and repair	162-11-6249-00-046-Y-30-000-Y	\$10,000.00
1	1	6	Professional Extra Duty	162-11-6118-00-046-Y-30-000-Y	\$7,323.00
1	1	8	General Supplies	162-11-6399-00-046-Y-30-000-Y	\$13,690.00
1	1	8	Fix Assets- Electric Car	162-11-6649-00-046-Y-30-STM	\$4,995.00

1	1	16	PEG-Writing Software	162-11-6299-62-046-Y-30-PEG-Y	\$3,900.00
3	1	6	1 FTE	162-13-6119-31-046-Y-30-000-Y	\$64,714.00
3	1	9	Professional Salaries	162-11-6119-43-046-Y-30-000-Y	\$99,206.00
3	1	13	1 FTE	162-31-6119-31-046-Y-30-000-Y	\$54,857.00
8	1	1	Computers	162-11-6649-62-046-Y-30-TEC-Y	\$10,335.00
8	1	1	Software- Instructional	162-11-6395-62-046-Y-30-TEC-Y	\$715.00
<b>Sub-Total</b>					\$287,885.00
<b>Budgeted Fund Source Amount</b>					\$287,885.00
<b>+/- Difference</b>					\$0
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	Supplies/materials/resources	163-11-6399-00-046-Y-25-000-Y	\$1,000.00
1	1	11	Substitutes	163-11-6126-00-046-Y-25-000-Y	\$4,500.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Substitutes	211-11-6112-00-046-Y-30-0F2-Y	\$7,000.00
1	1	5	Professional Development- Consulting	211-13-6291-00-046-Y-30-AYP-Y	\$4,000.00
1	1	5	Employee Travel	211-13-6411-23-046-Y-30-AYP-Y	\$3,100.00
1	1	5	Stipends	211-13-6117-00-046-Y-30-AYP-Y	\$3,000.00

1	1	5	Professional Development- Consulting	211-13-6291-00-046-Y-30-0F2-Y	\$4,500.00
1	1	5	Employee Travel	211-23-6411-23-046-Y-30-0F2-Y	\$4,000.00
1	1	6	Professional Extra Duty	211-11-6118-00-46-Y-30-0F2-Y	\$38,000.00
1	1	6	Transportation	211-11-6494-00-046-Y-30-0F2-Y	\$3,000.00
1	1	6	Supplies for maintenance	211-51-6315-00-046-Y-30-0F2-Y	\$2,920.00
1	1	8	General Supplies/Materials	211-11-6399-00-046-Y-30-0F2-Y	\$23,468.00
1	1	8	supplies/materials/resources/toner/ink/computers	211-11-6399-62-046-Y-30-0F2-Y	\$10,000.00
1	1	8	General Supplies	211-11-6399-16-046-Y-30-0F2-Y	\$2,500.00
1	1	8	STEM Misc Contracted Services	211-11-6299-62-046-Y-30-STM-Y	\$3,600.00
1	1	8	STEM General Supplies	211-11-6399-00-046-Y-30-STM-Y	\$1,400.00
1	1	8	STEM Capital Assests	211-11-6649-00-046-Y-30-STM-Y	\$4,995.00
1	1	9	Reading Materials	211-12-6329-00-046-Y-30-0F2-Y	\$14,600.00
1	1	15	Extra Duty	211-11-6118-00-046-Y-30-BDG-Y	\$4,500.00
1	1	15	Supplies	211-11-6399-00-046-Y-30-BDG-Y	\$2,000.00
1	1	15	Transportation	211-11-6494-00-046-Y-30-BDG-Y	\$1,000.00
1	1	15	Supplies	211-23-6399-00-046-Y30-BDG-Y	\$500.00
1	1	19	STEM Supplies	211-11-6399-00-046-Y-30-STM-Y	\$5,000.00
3	1	2	Travel	211-61-6411-00-046-Y-30-0F2-Y	\$900.00
3	1	7	Dyslexia Aide	211-11-6129-06-046-Y-30-054-Y	\$26,223.00
3	1	11	Library Aide	211-12-6129-06-046-Y-30-0F2-Y	\$25,089.00
3	1	11	Computer Lab Aide	211-11-6119-06-046-Y-30-0F2-Y	\$30,463.00
3	2	1	Incentives (mis.costs)	211-11-6498-00-046-Y-30-0F2-Y	\$1,700.00
4	1	1	General Supplies	211-31-6399-00-046-Y30-0F2	\$4,000.00
4	1	1	clerical assistant	211-31-6129-08-046-Y30-0F2	\$21,222.00
4	2	5	Nurse	211-33-6119-00-046-Y-30-0F2-Y	\$27,000.00
4	2	5	Nurse Supplies	211-33-6399-00-046-Y-30-0F2-Y	\$2,000.00
6	1	2	Parent meeting/copies (general supplies)	211-61-6399-00-046-Y-30-0F2-Y	\$260.00
6	1	3	Miscellaneous Operations	211-61-6499-53-046-53-046-Y-30-F2-Y	\$300.00

6	1	9	Parent Liaison Salary	211-61-6129-00-046-Y-30-0F2-Y	\$27,289.00
<b>Sub-Total</b>					\$309,529.00
<b>Budgeted Fund Source Amount</b>					\$271,568.00
<b>+/- Difference</b>					<b>\$-37,961.00</b>
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	2	Supplies	212-11-6399-00-046-Y-24-0F2-Y	\$670.00
7	1	11	Computers and Printer		\$0.00
<b>Sub-Total</b>					\$670.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$-660.00</b>
<b>224 Federal Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
<b>244 Perkins Grant (Fed. CTE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
<b>255 Title II, Part A (TPTR/Class Size)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00

					<b>+/- Difference</b>	<b>\$10.00</b>
<b>263 Title III-A Bilingual</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
3	1	5	Conferences	263-11-6399-00-46-Y-25-000-Y		\$1,000.00
8	1	5	Computer/technology instruction	263-11-6118-00-46-Y-25-000-Y		\$4,000.00
					<b>Sub-Total</b>	<b>\$5,000.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$5,000.00</b>
					<b>+/- Difference</b>	<b>\$0</b>
					<b>Grand Total</b>	<b>\$659,260.00</b>