

Brownsville Independent School District
Besteiro Middle School
2018-2019 Campus Improvement Plan



Mission Statement

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

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

Vision

Besteiro Middle School provides academic excellence for all students.

Value Statement

Besteiro Middle School believes

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate to campus needs.

Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs: Enrollment Reports

1. Attendance Reports
2. Ethnicity
3. Mobility/Stability
4. Teacher-Student Ratios
5. Completion, Dropout rates, Failure Rates
6. Course / Class Assignments
7. Pre-AP/ AP Placement Enrollment
8. ESL/XL Enrollment
9. Teacher Attendance
10. Student Attendance Rates
11. Discipline
12. Benchmark Data
13. Campus parent participation records
14. SAT/ACT scores
15. Fitness Gram Data

The student population at Besteiro Middle School is approximately 703 and serves students in grades 6th, 7th, and 8th Grade. According to the PEIMS Data Review of our campus profile, 99.1% of the student population is Hispanic, and .09% is Non-Hispanic. Additionally, 99% of the student body is classified as economically disadvantaged. The PEIMS report also shows that **** of Besteiro's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 1**** of Besteiro's total population are Special Education students. Additionally, the retention rate was *% for all and at-risk students. The Attendance Rate was *% for all students and *% for at-risk students. Moreover, the Dropout Rate was *% for all students and *% for at-risk students.

Demographics Strengths

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

Demographic Needs:

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

Student Academic Achievement

Student Academic Achievement Summary

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

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

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

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

Writing: 7th Grade (64%)

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

Science: 8th Grade (78%)

Social Studies: 8th Grade (69%)

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

Performance variations between all student groups:

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

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

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

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

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

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

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

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

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

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

Student Academic Achievement Strengths

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

Student Achievement Needs:

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

School Processes & Programs

School Processes & Programs Summary

CNA Procedures for Staff Quality, Recruitment and Retention:

Besteiro Middle School fosters a positive and safe climate and embraces the culture of the surrounding community. Besteiro Middle School faculty and staff promote high levels of achievement to ensure student success. Besteiro Middle School has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

Teacher Certification / Qualification Data

Staff Effectiveness in Relation to Student Achievement PDAS / Walkthroughs

Special Program Qualifications Professional Development Data Department and Team Meetings Peer Coaching

CNA Procedures for School Context and Organization:

Besteiro Middle School has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

School Structure

Master Schedule

Supervision Structure Duty Rosters

Schedule for Student Support Services: Library, Counseling, Computer Lab School Map

Program Services: Extracurricular Activities, After School Programs Teaming

Implementation of The 7 Habits of Highly Effective Teen Agers developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day.

School Processes & Programs Strengths

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

Work closely with HR Department

1. Walkthrough Data
2. Professional Development attendance
3. GT / AP Compliance

Staff Quality, Recruitment, and Retention Needs

Summary of Needs: 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 areas of improvement would be addressed:

1. Increase teacher and administration's participation in professional development, decreasing discipline referrals and increasing student attendance on campus.
2. The teachers, administration, and counselors need trainings to receive additional training on effective strategies, differentiating instruction based on student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialists. Campus will consult with Region One for Professional

Development opportunities. The campus will also supply travel money to attend Region One Trainings and Texas Assessment Conference. All AP and Pre-AP teachers will attend professional development opportunities to enhance their individual teaching skills to help students be successful in the classroom

3. The teachers will receive additional training on the Review 360 in order to reduce ISS, OSS, and student removals.
4. The teachers will be expected to conduct peer coaching
5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions.
6. Special Education teachers will attend regular education trainings provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades.

To best support Besteiros campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2018-2019 Campus Improvement Plan.

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

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

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.
3. School structures.
4. Master Schedule includes department and teaming by grade level
5. Students are encouraged to participate in Extracurricular activities.

School Context and Organization Needs

Summary of Needs: 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 areas of improvement would be addressed:

1. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.
2. Increase the number of students who actively participate in Accelerated Reading by providing students with books and library availability in the morning and afterschool and by having incentives for students who reach a certain number of points.
3. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.
- 4.- Implementation of The 7 Habits of Highly Effective Teen Agers developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day.

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 the 2018-2019 Campus Improvement Plan.

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

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

Besteiro middle school will purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs.

Perceptions

Perceptions Summary

CNA Procedures for School Culture and Climate:

Besteiro MS has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs: Surveys

Questionnaires

Classroom and Walkthrough data. Parent Conferences

Open House information

CNA Procedures for Family and Community Involvement:

Besteiro M.S.has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018- 2019 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

Family and Community participation Parent Volunteer Information

Parent and Community Partnership Data Mobility / Stability

Demographic Data

Parent Evaluations and feedback

Award for having the most parental involvement participation

Perceptions Strengths

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

1. Positive School Climate
2. Students / Parents feel campus is safe and encouraging place
3. High turn out during Open House
4. Improvements to facilities

School Culture and Climate Needs

Summary of Needs: 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 Culture and Climate areas of improvement would be addressed:

1. Promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population.
2. Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.
3. Provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication. This is inclusive of the migrant population. (Supplies)

4. Provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc.
5. Provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2018-2019 Campus Improvement Plan

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

1. Parents understood their child's report card.
2. Progress Reports.
3. Meetings were held in the language parents understood.
4. Campus has a welcoming environment and provides enriching classes for parents.

Family and Community Involvement Needs

Summary of Needs: 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 areas of improvement would be addressed for all student populations including migrant students.

1. Increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office. This is inclusive of the migrant population.
2. Increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent night during the school year for additional parental involvement opportunities and providing a light snack. This is inclusive of the migrant population.

3. Encourage parents to be active participants in students' academic and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation. This is inclusive of the migrant population.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2018-2019 Campus Improvement Plan.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

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

Goals

Revised/Approved: June 15, 2015

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

Performance Objective 1: Besteiro student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
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| <p align="center">PBMAS Critical Success Factors CSF 1</p> <p>1) Besteiro will provide campus wide instructional resources to all teachers and students to ensure delivery and learning of rigorous instruction (District Curriculum and District Initiative) (not limited to)in order to prepare all students; as well as professional development based on identified needs (prof dev may include extra duty pay or CPE hours accordingly). PEG Writing STEM and STAMP program Writing Portfolios (including digital portfolios) History Jared Balanced Literacy Model Text Structures Achieve 3000 Dyslexia Labs Adaptive Curriculum variety of workbooks/consumables that focus on various aspects among others to be included as necessary throughout the school year to address student needs. Population All Students Timeline School year 2018-2019</p> | <p align="center">2.4</p> | <p>Principal Dean of Instruction Assistant Principals Department Chairs Curriculum Specialists Lead Teachers (District)</p> | <p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback From data (walk through from curriculum specialists), lead teachers, BOY, MOY, EOY, PD session evaluations, Report Cards. Summative Results: STAAR, EOC scores, TELPAS, the increase in the number of students meeting the 2019 passing standards on the district-developed assessments and the State Assessments</p> | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Besteiro Middle School will monitor the implementation of the RTI model in its 3 tiers for math, reading and behavior with additional training, documentation and interventions are based on identified needs. Populations-All students and teachers for these students in core content areas. Timeline-school year 2018-2019</p> | <p align="center">2.6</p> | <p>Administrators, (Principal, Assistant Principals, Dean), Dyslexia/504 Department Lead teachers, C&I</p> | <p>Formative-sessions of Professional Development, agendas and evaluations as well as RTI plan progress monitoring reports, Classroom observation, reports . Summative-Improved STAAR scores, data, TELPAS, Tier decrease, increase the support from the first semester to the second semester.</p> | | | | |

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| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Besteiro will analyze campus assessment data to determine specific instructional intervention needs that will drive planning for PDs providing teachers or lead teachers with a stipend in order to perform framework revisions, lesson plans, and maintenance meetings and committee. Populations-all students and sub-populations, and teachers for those students in core areas, Special Education and CTE. Timeline School year 2018-2019</p> | 2.4, 2.6 | Principal, Assitant Principals, Dean, Campus Lead Teacher, Department Chair, C&I specialists, District Leaders such as but not limited Assistant Superintendent. | Formative-Training Calendars, Agendas, professional development evaluations, classroom walk throughs, data from campus, six weeks assessments, check points assessments, district benchmarks. Summative-STAAR, EOC scores, T-TESS data, PDS transcripts | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Staff will collaborate into in house curriculum alignments up to pair with district specialists in content areas, CTE, Special Education, Bilingual / ESL Departments in order to provide support in the classroom. Populations-all students Timeline-throughout the school year 2018-2019</p> | 2.4, 2.5, 2.6 | Principal, Dean, Assistant Principal, Department Chairs and Teachers | Formative -Walk through, Progress reports, report cards. Summative STAAR, District Benchmark exams, EOC scores. | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>5) Besteiro will provide tutorials and Saturday Academies for students based on disaggregated data. Tutorials and Saturday Academies will be provided for identified low-performing students and at risk students to prepare for state assessments, district assessments and to succeed on their daily academic needs. Populations all students Timeline school year 2018-2019</p> | 2.4, 2.5, 2.6 | Principal, Dean, Assistant Principals, Department Chairs and Teachers | Formative six weeks passing / failing reports, benchmarks, attendance. Summative STAAR scores, TELPAS, PBMAS | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Teachers will incorporate a Literacy initiative/curriculum to apply literary elements and reinforce reading comprehension, and skills; not limited to AR (Accelerated Reading Program, Achieve 3000. Population All students Timeline school year 2018-2019</p> | 2.4, 2.5, 2.6 | Principal, Dean, Assistant Principal, Department Chair, Teachers, Librarian, Library Aide. | Formative, AR Points, Six weeks Exams, Semester Exams, Benchmarks, report cards, program reports. Summative STAAR scores | | | | |

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| <p align="center">PBMAS Critical Success Factors CSF 1</p> <p>7) Dyslexia teacher and Aide will support identified students in order to increase student achievement. Activities will include: -Computer Lab -Students in the inclusion setting -Small group intensive instruction -SSI planning and preparation Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: School year 2018-2019</p> | <p align="center">2.4, 2.5</p> | <p>Principal, Dean, Assistant Principals Dyslexia Teacher and Aide Dyslexia Specialist</p> | <p>Formative: Student report card grades, Parent phone Log, Student Summative- STAAR Scores</p> | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>8) Campus instructional Aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest strategies. Population all students Time line school year 2018-2019</p> | <p align="center">2.4</p> | <p>Principal, Dean, Assistant Principal, Teachers</p> | <p>Formative -Benchmark , Student progress, report cards and classroom observation-work. Summative STAAR Scores</p> | | | | |

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| <p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>9) Enrichment Provide enrichment class for students struggling with the comprehension process, fluency, basic reading skills and basic math skills, to focus on specific STAAR objectives and ensure progress in critical TEKS. Increase use of software to improve achievement and provide remediation including use of online programs and other engaging resources. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline School year 2018-2019</p> | <p>2.4, 2.5, 2.6</p> | <p>Teachers Principal Dean of Instruction C&I Math and Reading Specialists</p> | <p>F: Class Rosters, Classroom observations Walkthroughs, Lesson Plans S: Increase % of "Approaching" and /or making progress on STAAR; School Benchmarks and Six Weeks Grades</p> | | | | |
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| <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>10) GT Student success will increase when teachers continue identifying GT students in their teams to assure correct placement and instruction of these students.</p> <p>Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Kaplan's Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually. GT Teachers will encourage student originality and creativity through the participation of district programs such as Brainsville Inventions, Destination Imagination, Stock Market Games, UIL Academics, and Chess.</p> <p>Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline: school year 2018-2019</p> | <p>2.4, 2.5</p> | <p>Dean Of instruction Principal Counselors Teachers Advanced Academics</p> | <p>Formative- Student assessments Classroom observations Walkthroughs Lesson Plans Summative- Increase % of Commended on STAAR; School Benchmarks and Six Weeks Grades, GT Compliance report, Student Performance Rerord, eschool Plus generated Master Schedule</p> | | | | |
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| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) 12) STEM 6th-8th grade students participate in STEM/Infinity Project program instructed by Stem/Infinity trained teachers. Population: 6th-8th grade Students -ESL -Migrant, -Special Ed. - LEP -Title 1 -GT -DYS -Pre-AP Timeline</p> | <p align="center">2.4, 2.5</p> | <p>Principal Assistant Principals STEM Teachers Dean of Instruction</p> | <p>Formative STAAR scores from previous year Benchmark results Summative Report card Grades STAAR Scores</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) 13) SSI Students in need of SSI intensive accelerated instruction will be provided learning opportunities during school and after school tutorials instructed by highly qualified reading and math teachers. Population: 6th-8th grade all students Timeline School year 2018-2019</p> | <p align="center">2.4, 2.5, 2.6</p> | <p>SSI Tutorial teachers Dean of instruction Principal</p> | <p>F: Walkthroughs Progress reports S: STAAR Exam</p> | | | | |

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| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>13) Summer Bridge Besteiro Middle School will implement a transitional program for feeder elementary campuses to insure transitioning students are informed of middle school expectations. Transitional plan which will not be limited to core classes and Teachers will plan beforehand in order to successfully deliver during summer bridge as well as supplies and or materials needed to deliver and as consumables for students. All students who are willing to participate and do not over right needs for summer school or any other necessary program. Timeline summer during school year 2018-2019</p> | 2.4, 2.5 | Principal Teachers Dean of Instruction | Formative:Previous Year STAAR Scores Summative:Test Scores, and progress report | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>14) Special Education Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on SP. Ed. Topics: Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2, etc. Special Education teachers will have the opportunities to attend Regular Education Staff development. Administration Special Education Personnel</p> <p>Students with Special Education services will receive accommodations and supports through various research based strategies. Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on SP. Ed. Topics: Resource</p> | 2.4, 2.5, 2.6 | Principal Assistant Principals Dean of Instruction Special Education Personnel General Education Teachers | Formative : Student report card grades, Parent phone Log, Student Summative STAAR Scores | | | | |

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| <p>Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2, etc. Special Education teachers will have the opportunities to attend Regular Education Staff development. Strategies and resources utilized to effectively instruct and assess students with Special Education services will include: -Direct Inclusion is being offered in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher. -Regular and Special Education teachers will collaborate every three weeks to discuss SE students' progress Coordination Day. - SE Departments Action Plan to improve STAAR scores: SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies that SE students need to know for the STAAR assessment. Time line school year 2018-2019</p> | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>15) Counselors will be giving classroom presentation to cope with issues that teen agers and middle school students may be presented with in their lifes. Population all students Time line school year 2018-2019</p> | 2.4, 2.5, 2.6, 3.1 | Administration-Principal, Assistant Principal, Dean, Counselors, At-Risk counselor, Gear Up counselor, Teachers and Counseling Department | Formative Curriculum documents Summative School climate, Scores, Tests. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>16) Administration will ensure that campus needs are met. Instructional materials and supplies will be ordered and maintain machinery and supplies to the best to ensure that teachers focus on instruction Population faculty timeline school year 2018-2019</p> | 2.4 | Administration | formative walkthroughs, observations and surveys summative teacher feedback/surveys | | | | |

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| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>17) GEAR UP component will provide with opportunities to current 8th graders to participate in activities no limited to field trips, higher education symposiums, camps and summer camps among others to promote higher ed., as well as promote higher ed among parents and promote participation among parents in order to be aware of benefits of continuing education. Population all current enrolled 8th graders Time line school year 2018-2019</p> | 2.5, 3.1 | Principal, Dean, Grants Departments and Site Coordinator | Formative-student participation in events, field trips and symposiums as well as the participation in expressing desire in enrolling into a post secondary education. Summative-Higher rates of students participate in higher ed activities, camps, STAAR and passing rates | | | | |
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

Performance Objective 2: Besteiro Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Students will be provided with instructional resources and computer assisted instruction that reinforces implementation of BISD curriculum and initiatives including but not limited to professional development based on identified areas of need. Also students will be taught the necessary skills to develop a personal career portfolio that can be updated as they advance their education. Populations all student groups Timeline school year 2018-2019</p> | 2.6 | Principal, Dean, Assistant Principal, Distric Lead Teachers, C&I personnel Technology Teachers TST | Formative District Benchmark data (Fall and Spring), Instructional feedback (walk through data), PDS surveys; lesson plans and student's work Summative campus will show and increase on performance assessments. | | | | |
| <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 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

Performance Objective 3: Besteiro will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Source(s) 3: TSIs reports, AP score reports, career exploration enrollment

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Counselors will present information on BISD magnet School programs and Magnet Career Night to students and parents. Students will be advised on Career Pathways available in HS. Population Students and parents Timeline school year 2018-2019</p> | 2.5 | Administration Counselor AT-Risk Counselor Teachers | Formative Monthly logs, sign in sheets. Summative -number of student accepted into a magnet school, choice slips. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) GEAR UP programs will promote Higher education awareness and career exploration among 8th graders as part of their cohort program. Population all 8th grade students Timeline 2018-2019</p> | 2.5 | Administration, Gear UP coordinator | Formative Monthly logs, sign in sheets. Summative -number of student accepted into a magnet school, choice slips. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Besteiro will implement a plan to prep for TSI beginning with 8th graders in order to set expectations that all BISD students will graduate and are college ready Population all secondary students Time line school year 2018-2019</p> | 2.6 | Principal, Dean, Assistant Principal, 8th grade Counselor, Advanced Academics. | Formative TSI test taking and passing data by campus and grade Summative increased percentage of students passing each and all TSI assessments over previous attempts. | | | | |

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| <p>4) Besteiro will increase meetings to vertically align courses with feeder elementary and HS to ensure equitable access for all students on all campuses. Population all students and teachers Timeline school year 2018-2019</p> | <p>2.5</p> | <p>Elementary Principals, Elementary Deans, Elementary 5th grade Teachers, MS Principal, MS Dean, MS Teachers, HS Principal, HS Dean, HS Teachers,</p> | <p>Formative Results in performance ratings, evaluations, Summative improved assessment scores.</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |





Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

Performance Objective 4: 80% of Migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 4: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Besteiro Migrant students will be properly identified and will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their work in classroom and at home, in order to meet the academic expectations for all.</p> <p>Population All Besteiro Migrant Students Timeline School year 2018-2019</p> | 2.4 | Migrant Funded Personnel, District Migrant Coordinator | Formative -Distribution forms, PFS , reports, composite of services Summative on time promotion and on time graduation rates increased. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Migrant clerk will the annual identification and recruitment IDR training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>As well as assist with the annual IDR residency verification initiative</p> | 2.4 | Campus Administration, Migrant Teacher, Migrant Clerk | Formative IDR Training, NGS Mass enrollment report Eschool Solutions Summative Texas Education Agency IDR Certificates Residency Verification reports. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) 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</p> <p>Population all PFS migrant students Timeline school year 2018-2019</p> | 2.4 | Campus Administration, Migrant Teacher, Migrant Clerk | Formative NGS Reports Summative Completed surveys, documentation of services, monitoring tools, migrant clerk evaluation. | | | | |

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| <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Migrant Campus funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.</p> <p>Population all PFS Students Timeline school year 2018-2019</p> | 2.4 | Campus Administrators, Migrant Teacher and Migrant clerk | Formative Region one workshop information, flyer or workshop #, forms, BISD professional leave form with approved signatures. Summative workshop certificate, agendas and or handouts. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) All Migrant students will have the opportunity to attend the District's summer school programs to ensure timely promotion or as an enrichment.</p> <p>Population all PSF students Timeline School year 2018-2019</p> | 2.4 | Campus Administration, Migrant Teacher and Migrant Clerk | Formative Eligibility forms, Attendance rosters, Participation Surveys. Summative Completion reports, EOY program assessment results. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>6) The migrant campus clerk will attend the required NEW Generation System NGS state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state database.</p> <p>NGS and BISD eSchool Plus entries will be monitored daily to ensure the IDR data and information has been appropriately coded in a timely manner.</p> <p>Population PFS migrant students Timeline school year 2018-2019</p> | 2.4 | Campus Administration Migrant Teacher Migrant Clerk Migrant funded recruiters data PEIMS Data Clerk | Formative NGS Annual Training Summative NGS Certificates PBMAS Report correctly coded migrant on NGS | | | | |
| <p>7) Migrant survey will be utilized at the end of the school year to evaluate the effectiveness of the Migrant Education Program so that the pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population PFS Migrant Students Time line school year 2018-2019</p> | 2.4 | Campus Administration Migrant funded personnel | Increase on time graduation | | | | |
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Goal 1: Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)





Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 5: Regional and state competition participation numbers

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Students will travel through out the year to various events that will enhance their curricular and co-curricular experiences to provide a well-rounded education to each student.</p> <p>Population: All Students Timeline: August 2018- June 2019 CNA pg. 9</p> | 2.5 | Administration and Sponsors | Travel Logs | | | | |
| Funding Sources: 199 Local funds - 375.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Besteiro Band students will participate in UIL Band, Solo and Ensemble, UIL concert and sight reading comprehension, TMEA All-Region, Honor Band competition and all-city band clinic and concert.</p> <p>Population: Performing Band Students Timeline: August 2018 - June 2019</p> | 2.5 | Administration, Teachers, Band Directors, Competition Judges | Formative: Performances / # of students participating Summative: Gradebooks, performance results | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>3) Besteiro Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition. Choir students will attend summer choir camps.</p> <p>Population: Choir Students. Timeline: August 2018 - June 2019</p> | 2.5 | Administration, Teachers, Choir Directors, Competition Judges | Formative: Performances / # of students participating Summative: Gradebooks, performance results | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>4) Art students will participate in activities and compete in district, community and/or valley art competitions / exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event.</p> <p>Population: Art Students. Timeline: August 2018 - June 2019</p> | 2.5 | Administration, Teachers, Art Teacher, Competition Judges | Formative: Performances / # of students participating Summative: Gradebooks, performance results | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>5) Besteiro Students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program.</p> <p>Population: Art Students. Timeline: August 2018 - June 2019</p> | 2.5 | Administration, Teachers, Technology and or career exploration Teacher, Competition Judges | Formative: Performances / # of students participating Summative: Gradebooks, performance results | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) UIL One Act Play students will participate in a middle school clinic and in middle school competition.</p> <p>Population: UIL One Act Play Students. Timeline: August 2018 - June 2019</p> | 2.5 | Administration, UIL One Act Play teacher | Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings | | | | |



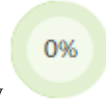

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| <p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Destination Imagination teacher sponsors and students will participate in D.I. trainings and and competitions. Population: Students, parents</p> <p>Timeline: August 2018- June 2019</p> | 2.5 | Administration DI Sponsor | Formative: Monthly Logs, Sign In Sheets Summative: Competition Results | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>8) Students and sponsors will participate in Special Olympic events.</p> <p>Timeline: August 2018- June 2019</p> | 2.5 | Admin Special Ed Teachers Adaptive PE Teachers | Special Olympics Results | | | | |
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Goal 2: Besteiro, the Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 3</p> <p>1) All staff members will turn off the light to their assigned room whenever they leave the area.</p> <p>Population: All staff. Timeline: December 2018 - June 2019</p> | | Administration, Non-Teaching Professionals, Teachers, and all Classified Personnel | Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly Energy Use Report Summative: Yearly Energy Use Report | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p> | | Administration, Safety coordinators, maintenance personnel. | Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation. Summative: SHAC recommendations | | | | |
| <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: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Besteiro 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 district, campus, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:





| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 3</p> <p>1) The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | | Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. | <p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system.</p> | | | | |
| <p>Critical Success Factors CSF 3</p> <p>2) The campus will use budget changes to ensure that all funds are spent to meet the current needs of the campus.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | | Principal and Principal's Secretary | <p>Formative: Budget Change Forms and reports generated through the BI-TECH online system.</p> <p>Summative: Completed Budget Change Forms and End of Year reports generated through the BI-TECH online system</p> | | | | |
| | | | | | | | |

Goal 3: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Besteiro will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:



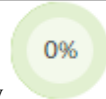

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 3</p> <p>1) Purchasing procurement policies will be followed with fidelity to ensure that there is not a budget shortfall/defecit at the end of the year.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | | Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. | <p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system</p> | | | | |
| <p>Critical Success Factors CSF 3</p> <p>2) A system will be in place to keep track of all funds that are encumbered or processed in the BI-TECH system to ensure that all monies are spent.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | | Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. | <p>Formative: Reports generated through the BI-TECH online system.</p> <p>Summative: End of Year reports generated through the BI-TECH online system.</p> | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |

Goal 3: Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: The district and campuses will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:





| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 6</p> <p>1) Faculty and Staff will be recognized for their professional development and accomplishments throughout their teaching career both with the campus and district in order to improve campus morale and climate by the same token support retention</p> | | District Administrators, Principal, Dean and Assistant Principals | Formative recognition at the end of each six weeks and annually Summative Teacher turnover and campus retention campus morale and climate | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

Goal 4: Besteiro will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Besteiro will provide the BISD Public Information Office with features articles, recognition of students, 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 | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 6</p> <p>1) The campus will supply the BISD Public Information department with news, student and staff accomplishments on a weekly basis to ensure maximum positive school publicity.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | 2.5 | Administration, Department/Program Heads, and Sponsors. | <p>Formative: Newspaper Clippings, BISD Website Highlight, and Besteiro Website.</p> <p>Summative: Enrollment Reports</p> | | | | |
| <p>2) The campus will responsibly create and maintain a social media page to highlight student achievements.</p> <p>Population: All staff and students. Timeline: December 2018 - June 2019</p> | 2.5 | Administration and Campus TST | Formative Besteiro Webpage | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation in order to comply with District's goal</p> <p>Population: All Students Timeline: August 2018 - June 2019 Weekly</p> | 2.5, 2.6 | Administration, Counselors, Teachers | Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data | | | | |
| <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 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Yearly</p> | 2.5, 2.6, 3.1 | Administration, Counselors, Teachers | Formative: Completed Referral Forms Summative: Discipline Referrals / Reports | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Review 360 Program</p> | 2.5, 2.6 | Administration, Counselors, Teachers | Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p> | 2.5, 2.6 | Administration, Counselors, Teachers | Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports | | | | |

| | | | | | | | |
|---|-----|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Counselors will provide individual and/or group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Twice a six weeks.</p> | 2.6 | Administration, Counseling, Teachers | Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports | | | | |
|---|-----|--|--|--|--|--|--|

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)





Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p> | 2.6 | Administration, Counselors, Teachers | Formative: Attendance Roster, Professional Development Evaluation Summative: PEIMS Discipline Report | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an Identification Card while on school grounds. Visitors must present an identification at Sign-In and Escorted at all times.</p> <p>Population: All Students and Staff Timeline: August 2018 - June 2019 daily</p> | 2.6 | Administration, Counselors, Teachers | Formative: Training Sign-up sheets Summative: Safety reports | | | | |

| | | | | | | | |
|---|-----------------|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) Campuses will develop and maintain an Emergency Operations 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, Soft Lock Down, Severe Weather, 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.</p> <p>Population: All Students/Staff</p> <p>Timeline: August 2018 - June 2019 Yearly / As needed</p> | <p>2.5, 2.6</p> | <p>Administration, Counselors, Teachers, Crisis Intervention Team</p> | <p>Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation</p> | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>4) Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. -Raptor ID Check System</p> <p>Population: All Students</p> <p>Timeline: August 2018 - June 2019 Yearly</p> | | <p>Administration and Office Staff</p> | <p>Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety</p> | | | | |

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|--|--|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year . In addition, a Police Officer will be stationed on campus. 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.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Daily</p> | | Administration, BISD Security Services | Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports | | | | |
| <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 5: Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 4: Besteiro will implement throughout the school year 2018-2019 The 7 habits for Effective Teen Agers by Franklin Covey which helps students apply personal leadership principles to the tough choices they face every day. All Stakeholders at Besteiro Middle School will be part of this Campus wide implementation.

Evaluation Data Source(s) 4: Students will acquire personal and academic principles which will lead them to take better decisions not only in school yet in their personal life and will be reflected in the environment at school, less referrals and apply it also in studying and academic habits.

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implementation of The 7 Habits for Effective Teen Agers Program developed by Franklin Covey CNA 10</p> | 2.5, 2.6, 3.1 | Counselors, Dean, Principal, Assistant Principal, Teachers and Students | Formative Increase learning time and climate throughout the entire learning community (school) and life at home. Summative six weeks report of referrals will decrease significantly as students take ownership of their actions. | | | | |
| Funding Sources: 211 Title I-A - 33552.33 | | | | | | | |
| | | | | | | | |

Goal 6: Besteiro, 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. (TEA Ch. 4, Obj. 1)





Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Populations: All parents. Timeline: August 2018 - June 2019</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | Formative: Campus Parental Involvement Policy, SPS Compact, meeting documentation. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals. | | | | |

| | | | | | | | |
|--|----------|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: All parents. Timeline: August 2018 - June 2019</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy.</p> <p>Summative: Composite of meeting minutes, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts, Session Evaluations, Student Code of Conduct.</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus. Parent Center will 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 Education) Building Capacity: College Readiness, Drop-out and Violence Prevention. Family Education, Community agencies/organizations, Inform Community on Campus Performance Report Card and Home Access Center.</p> <p>Population: All parents. Timeline: August 2018 - June 2019</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Parent Conference, Fliers, Sign-In Sheets, Conference Agendas, Conference Evaluations, Home Access Center Report</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p> | | | | |

| | | | | | | | |
|--|----------|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Implement academic team parent trainings, parent child learning experiences celebrations, sessions to promote parents' engagement in their students' academic career as well as progress reports parent-student-counselor conferences - IP Phone for Parent Communication</p> <p>Population: All parents and students. Timeline: August 2018 - June 2019</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Parent Invitations Sign-in sheet Parent Evaluations</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Funds will be allocated to provide a Parent Liaison for the purpose of educating parents, monitoring attendance, conducting home visits and to oversee parental involvement activities aimed at increasing parent participation. Funding for home visit mileage will be designated to reimburse mileage spent on the Parent Liaison's home visits. Monies will be allocated for purchasing of general supplies, food for meetings and miscellaneous operating costs aimed at helping to involve parents in the education of their children and ensuring student success. Population: parents and students Timeline: August 2018 - June 2019</p> | 3.1, 3.2 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations, Monthly Contact Log Composite Report.</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals..</p> | | | | |
| Funding Sources: 211 Title I-A - 6500.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>7) Solicit Community partners for each academic team to promote academic excellent for teams via business and community ventures. Activities include breakfast clubs, evening sessions, etc.</p> <p>Population: Community Partners and parents</p> | 3.1 | Administration, Counselors, Teachers, Parent Liaison | <p>Formative: Parent Invitations, Sign-in sheet, Parent Evaluations.</p> <p>Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |





Goal 7: Besteiro Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| | | | | | | | |

| | | | | | | | |
|--|-----------------|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All teachers and administration will attend Campus, District, and state/out-of-district conferences / professional development, and have access to resources to acquire initiatives, strategies, and activities pertaining to the instructional program, obtain the latest updates, support and resources to include sessions on: improvement of student performance, Special Education, Technology, Classroom Discipline Management, Review 360 RTI, , Conflict Resolution, differentiated instruction, ELAR (English Language Arts and Reading TEKS Classroom libraries/ Subscriptions, Curriculum Frameworks, Texas Adolescent Literacy Academies (TALA), Pre-Ap/Ap Summer Institute Training, GT, Pre-AP Ongoing Training, Response to Intervention (RTI), IEP, PLAAFPs, New State Adopted Texts, CCRS (College and Career Readiness Standards), Peer coaching, STAAR Blueprints, State of Texas Assessments, Authentic Learning (Various Topics), Consultant, Data Analysis (Progress Monitoring), Developing Metacognitive Skills (reflective reasoning, Conceptual Understanding, Questioning Techniques), LPAC reviews, TELPAS/ELPS, Writing Rubric, Shelter Instruction Training, ESL Textbook Adoptions (MILESTONES), Texas Middle School Fluency 7th Grade, GT/Pre-AP Training, Book Study, adopted math textbook, Content in the area of math, Algebra I / EOC Success, RGVCTM Conferences NCTM Conferences, Region One HESTEC SIRC Transformation conference, TEA TAIS Summer Training, CAST conference, RGV SA mini-CAST, STAR LAB, Questioning Techniques, Notebooks, Journaling, Word Walls, Graphic Organizers, Vocabulary Development, Science Maintenance, New Teacher In-service, TMSDS, AWARE, STEM, Technology training in: PowerPoint Smart Board, Web links, Population: All Students Timeline: August 2018 - June 2019</p> | <p>2.4, 2.5</p> | <p>Principal, Dean, Asst. Principals, Dept. Chairs, Teachers, District Specialist.</p> | <p>Formative: Classroom observations for implementation Progress reports Walkthroughs, Class Visitations/Debriefing, CBLT Monthly meetings, Sign In-Sheets Texas Middle School Fluency Assessment (TMSFA) Reduction of Dyslexia referrals to Dyslexia and Special Education. Summative: TELPAS STAAR PBMAS</p> | | | | |
| <p>Funding Sources: 211 Title I-A - 4776.00, 162 State Compensatory - 0.00</p> | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

Goal 7: Besteiro Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:

Goal 8: Technology at Besteiro will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%

Evaluation Data Source(s) 2: Drop-out and Graduation rate reports.

Summative Evaluation 2:

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Goal 9: At Besteiro through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

State Compensatory

Budget for Besteiro Middle School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|--------------------|
| 6100 Payroll Costs | | |
| 162-11-6112-00-048-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$3,000.00 |
| 162-11-6118-00-048-Y-24-SSI-Y | 6118 Extra Duty Stipend - Locally Defined | \$15,692.00 |
| 162-11-6118-00-048-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | \$13,080.00 |
| 6100 Subtotal: | | \$31,772.00 |
| 6200 Professional and Contracted Services | | |
| 162-13-6239-00-048-Y-30-000-Y | 6239 ESC Services | \$5,200.00 |
| 6200 Subtotal: | | \$5,200.00 |
| 6300 Supplies and Services | | |
| 162-11-6396-00-048-Y-30-000-Y | 6396 Supplies and Materials - Locally Defined | \$1,840.00 |
| 162-11-6399-00-048-Y-30-000-Y | 6399 General Supplies | \$6,000.00 |
| 162-11-6399-62-048-Y-30-000-Y | 6399 General Supplies | \$4,000.00 |
| 162-31-6399-00-048-Y-30-000-Y | 6399 General Supplies | \$900.00 |
| 6300 Subtotal: | | \$12,740.00 |

Personnel for Besteiro Middle School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------------|---------------------|--------------------|------------|
| Clarissa Saucedo | Teacher | State Compensatory | 1 |
| Ivonne Ceballos | At Risk Counselor | State Compensatory | 1 |
| Lourdes A. de la Fuente | Dean of Instruction | State Compensatory | 1 |
| Maria G. Cisneros | Teacher | State Compensatory | 1 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) yearly to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2018-2019** and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee used the comprehensive needs assessment (CNA) to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2018-2019** and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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.

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|----------------------|------------|
| Carlos Guerrero | Math | Enrichment Teacher | 1 |
| Jose Sanchez | Nurse | Nurse | .4 |
| Mary Davenport | Teacher Aide | Dyslexia | 1 |
| Mary Diaz | Library Aide | Library | 1 |
| Rosalia Salinas | Parent Liaison | Parental Involvement | 1 |

2018-2019 Needs Assessment Team

| Committee Role | Name | Position |
|-----------------------------|--------------------|--------------------------|
| Administrator | Teresa Nunez | Principal |
| Meeting Facilitator | Lourdes de | Dean |
| Classroom Teacher | Arael Tijerina | Technology |
| Classroom Teacher | Edith Cano | Special Ed. |
| Non-classroom Professional | Pedro Reyna | Librarian |
| Classroom Teacher | Paulette Martinez | English |
| Classroom Teacher | Maria Ong | ESL |
| Classroom Teacher | Maribel Degollado | Algebra 1 |
| Classroom Teacher | Alba Delgado | Social Studies |
| Classroom Teacher | Nadia Villarreal | Science |
| Non-classroom Professional | Ivonne Ceballos | Counselor |
| Classroom Teacher | Patricia Salgado | Athletics |
| Parent | Norma Caraveo | Parent |
| Parent | Felipa Benavidez | Parent |
| Business Representative | Jose Martinez | Business Representative |
| Community Representative | Salvador Melgarejo | Community Representative |
| District-level Professional | Jose Garcia | Bilingual Specialist |
| Classroom Teacher | Mariell Martinez | Reading |
| Classroom Teacher | Norma Robles | Math |

Campus Funding Summary

| 199 Local funds | | | | | |
|------------------------------------|-----------|----------|---|---------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | Student Travel | 199-36-64-12-00-048-Y-99-0-00-Y | \$375.00 |
| Sub-Total | | | | | \$375.00 |
| Budgeted Fund Source Amount | | | | | \$45,025.00 |
| +/- Difference | | | | | \$44,650.00 |
| 162 State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 1 | 1 | 162-13-6239-00-048-Y-30-00-Y | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$49,712.00 |
| +/- Difference | | | | | \$49,712.00 |
| 211 Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 4 | 1 | Consultant Fee | 2311-13-6291-048-Y-30-0F28 | \$6,600.00 |
| 5 | 4 | 1 | membership | 211-13-6325-00-048-30-0F2-Y | \$10,350.00 |
| 5 | 4 | 1 | Participant Material | 211-13-6399-00-048-Y-30-0F2-Y | \$13,302.33 |
| 5 | 4 | 1 | Consultant Fee | 211-13-6291-00-048-Y-30-0F2-Y | \$3,300.00 |
| 6 | 1 | 6 | General Supplies for Parent Center to be active for school year 2018-1019 | 211-11-6399-00-048-Y-30-0F2-Y | \$6,500.00 |
| 7 | 1 | 1 | General Training | 211-13-6298-00-048-Y-30-0F2-Y | \$2,776.00 |
| 7 | 1 | 1 | General Training | 211-1-6118-00-048-Y-30-AYP-Y | \$2,000.00 |
| Sub-Total | | | | | \$44,828.33 |
| Budgeted Fund Source Amount | | | | | \$62,776.00 |
| +/- Difference | | | | | \$17,947.67 |

| | |
|--------------------|-------------|
| Grand Total | \$45,203.33 |
|--------------------|-------------|