

Brownsville Independent School District

Faulk Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Faulk Middle School will utilize all resources to provide equitable opportunities for students in order to produce well-rounded graduates who will pursue higher education and career opportunities to become responsible and resourceful citizens in an evolving society

Vision

The vision of Faulk Middle School is to educate all students to be responsible citizens and achieve high levels of academic excellence. Its faculty and staff are committed to providing a safe, positive and supportive environment for every student and member of the school community.

Faulk Creed

We believe that we will achieve. We are the Mighty Faulk Hawks.

We are exemplary-not only because we say it, but because our hard work and dedication ensure it.

We are motivated, united, and dedicated to our vision.

To us, excuses are not an option.

We choose to live our lives honestly, nonviolently, and honorably.

We behave responsibly and are committed to giving back to our community, family, and our world.

We believe in our potential. We believe it is our time to shine. We are one Super Team with one Super Vision: 7 STAAR Bound

We are Faulk-tastic!

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Academic Achievement	9
School Processes & Programs	12
Perceptions	15
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	21
Goal 2: 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)	45
Goal 3: The District 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)	47
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	50
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	51
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	57
Goal 7: 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)	61
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	64
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	68
Comprehensive Support Strategies	81
State Compensatory	83
Budget for Faulk Middle School :	83
Personnel for Faulk Middle School :	84
Title I Schoolwide Elements	85
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	85
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	85
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	88

Title I Schoolwide Element Personnel 90
Plan Notes 91
Site-Based Decision Making Committee 93
Campus Funding Summary 94

Comprehensive Needs Assessment

Needs Assessment Overview

Faulk Middle School, located at 2000 Roosevelt Street in Brownsville Texas, opened its door back in the Fall of 1957 and is currently celebrating its 60th year educating the students of Brownsville. The campus is comprised of 57 classrooms, a cafeteria, library, dance hall, band hall, choir hall, and gymnasium. Currently, Faulk Middle School has seen an increase in its student population by over 300 students. Due to the closing of Cummings Middle School in Brownsville, Faulk's 8th Grade class grew by 150 students and four additional feeder-schools (Elementary Campuses) account for the large number of 6th graders that Faulk is serving this year.

The student population at Faulk Middle School is approximately 1,097 and serves students in grades 6th (354), 7th (416), and 8th (327) 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 33.2% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 13.1% of Faulk's total population are Special Education students.

Due to the location of the campus, which is surrounded by government subsidized housing assistance, many of the students come from homes which participate in state and federal assistance programs such as SNAP, TANF, and Medicaid. The students of Faulk Middle School receive a well-rounded instructional curriculum. Core courses are offered in every subject area, and classes such as Dance, Band, Choir, Art, Technology, Career Portals, and Spanish are also taught. The instructional programs include academic core subjects that are taught at various levels such as STEM, Gifted and Talented, Pre-Advanced Placement, regular classes, resource, and life-skills classes. All students are required to meet passing standards of the grade level assessments which make up the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment (TELPAS).

As of the 2017 school year, 35.2% of the campus teachers have over ten years of teaching experience, and 23.7% of teachers at Faulk have over twenty years of teaching experience. It is important to note that due to a substantial increase in student population this year, Faulk Administration was able to hire 22 new teachers from inside and outside of the Brownsville ISD system. The current staff at Faulk Middle School is comprised of 72 highly qualified certified teachers, four campus administrators, five counselors, 18 professional support personnel, 11 cafeteria staff, six maintenance/custodial staff, and 13 educational aides and non-classroom staff. The ethnicity of the Faulk Middle School staff is diverse with 90.2 % Hispanic and 9.8% other. The teaching staff is also 41.9 % male and 58.1 % female.

Faulk Middle School is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary, Sheltered English/Esperanza Instruction, CIRCLE/Owl Model, Response to Intervention Model, Accelerated Reader Program, TEKS/ELPS, Language Enrichment, and the Dyslexia Program.

Faulk Middle School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The District conducted comprehensive needs assessment surveys at the

later part of the year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the SBDM 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 school year 2018-2019 and to increase the "master" performance level in all content areas. 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 areas of improvement will be addressed: Attain attendance rates through student motivational activities such as perfect attendance awards and prize drawings through "Believe in BISD".

Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. Migrant, At-Risk and all other student subgroups will be provided with supplemental supplies to increase their attendance rate. Provide tutorials to students that are demonstrating a need to improve. Migrant and At-Risk students will be provided with supplemental supplies as needed. Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum and recognition materials (i.e. trophies, plaques, etc.) will be purchased to recognize students' achievement (attendance or academic).

Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues. Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies. Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet STAAR standards for all student populations. Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills. Increase formal and informal communication with parents, staff, and students. Technology that will support classroom instruction and provide more computer access for students in all classrooms.

To accomplish these objectives, Faulk Middle School will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that... Strengthen the core academic program; Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; Include strategies for meeting the educational needs of historically under-served populations; and Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards

Demographics

Demographics Summary

CNA Procedures for Demographics:

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 Faulk Middle School is approximately 1,128 and serves students in grades 6th (415), 7th (321), and 8th (392) 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 33.2% of Faulk's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 13.1% of Faulk's total population are Special Education students. The mobility rate for the campus is 18.8%. 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

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

- Met Attendance Goals
- Number of students in the Pre-Ap / GT/STEM course
- The school utilizes school messenger to communicate with parents immediately on upcoming and important issues.
- Teachers work on failure lists to have open communication with students and parents on their child's progress.
- Students are provided with opportunities to take part in multiple extracurricular activities such as: athletics, fine arts and clubs.

Demographics 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 demographics areas of improvement would be addressed:

1. Maintain attendance rates and meet the district goals of 97% attendance by increasing parental involvement, calling students home and making home visits when they are absent. 4.1.1
2. Provide support for At-Risk population by increasing the number of students who exit the bilingual program by providing after-school tutorial and having the bilingual lab open in the mornings to help increase language development. 3.1.1
3. Increase support for students that are retained by providing after-school tutorials, enrichment courses and SSI remedial support. 1.1.4
4. Reduce the Failure Rates per semester and school year. 1.1.23

5. Gear Up Grant: Faulk MS will offer Gear Up Grant Opportunities to the students in the 8th Grade Cohort 1.1.25

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance rate has decreased in the past 4 years. **Root Cause:** School-wide accountability system was not implemented consistently to monitor absences and promote attendance.

Student Academic Achievement

Student Academic Achievement Summary

CNA Procedures for Student Achievement:

SBDM, Departments, and Teams will meet regularly for data analysis and will set goals aimed at improving student achievement.

1. **Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware / Tango software
- TELPAS, AMAO, PBMAS, Report
- Pre-AP and AP Advanced Course Data
- Class grades
- Promotion / Retention Rates

The following information originated from the 2017-2018 results.

STAAR Summary of 6th- 8th Grades Tested

2018 Preliminary Scores 2018 Preliminary Scores 2018 Preliminary Scores

	State	District	Campus
Grade 6			
Reading	66%	62%	62%
Mathematics	76%	75%	77%
Grade 7			
Reading	72%	68%	67%
Mathematics	71%	68%	65%
Writing	70%	65%	70%
Grade 8			
Reading	76%	75%	76%

Mathematics	78%	79%	90%
Science	74%	71%	62%
Social Studies	64%	64%	57%

Performance Variations Between All Student Groups and All Grades

	All Students	Hispanic	White	American Indian	Economically Disadvantaged	Special Ed	EL (Current and Monitored)
All Subjects	72%	72%	50%	100%	72%	45%	65%
Reading	72%	72%	50%	100%	72%	44%	64%
Mathematics	82%	82%	75%	100%	82%	77%	55%
Writing	70%	70%	n/a	n/a	70%	38%	65%
Science	62%	62%	33%	n/a	62%	48%	32%
Social Studies	57%	58%	33%	n/a	57%	46%	36%

Student Academic Achievement Strengths

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

1. Maintain and increase TELPAS scores
2. Number of students who exited bilingual program

Student Achievement 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 Student Achievement areas of improvement would be addressed for all student populations including migrant students.:

1. Accelerated Instruction: Provide students with tutorials to improve academic achievement to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all subpopulations. 1.1.4

2. Materials and Supplies: Provide students / teachers with materials, technology equipment, and supplies to help differentiate to help improve Reading, Writing, Math, Science, and Social Studies STAAR scores. maintain Algebra I scores and Advanced performance levels for all subpopulations. 1.1.3, 1.1.10, 1.1.26, 8.1.5

3. Bilingual Resources: Maintain and increase Advanced High scores on TELPAS by providing resources that target bilingual students (Print Materials, STAAR Workbooks, Consumables, Accelerated Reader, Software). 1.1.5, 1.1.6

4. Extra Curricular Activities- Increase the number of extracurricular activities or clubs that the students can join; thus increase the academic performance because of “No Pass / No Play”. Motivate students to participate in extracurricular activities such as Science Fair, History Fair, One Act Play, Chess, Brainsville, Kids Voting, etc. 1.4.1, 1.4.13

5. Provide the students with field experiences to gain knowledge of College & Career Readiness opportunities, will be allowed to tour local campuses.

6. Student Socio / Emotional Needs: Increase student attendance on campus in order to increase student academic performance and participation by providing six weeks incentives, and personal student needs such as clothing, counseling, school supplies and personal hygiene supplies. This includes the migrant population. 5.2.4

7. Increase the number of student who exit the bilingual program by utilizing Rosetta Stone, to increase language, providing after-school tutorials, increasing the selection of literature for students to read and by providing students with a computer lab for A/R testing, ESL Reading Smart, tutorials and other sub populations. 1.1.4, 1.1.5, 1.1.6, 1.1.9, 8.1.8

8. Instructional aides will provide classroom support and monitor appropriate instructional strategies to improve student achievement. 1.1.11

9. Implement Response to Intervention strategies to support student academic growth. Teachers will monitor progress and monitor interventions of struggling students. 1.1.13

10. Implement an integrated challenging inquiry-centered curriculum and offer high-level courses such as Algebra I, Spanish AP. 1.1.17

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2018-2019 Campus Improvement Plan.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL and SPED student performance in all tested areas was below the “all” student performance. **Root Cause:** ELPS, SIOP and TLI routines were not implemented with fidelity and needed frequency. Instruction needed to include more high impact strategies for reading based on RTI tiers.

School Processes & Programs

School Processes & Programs Summary

CNA Procedures for Staff Quality, Recruitment and Retention:

Faulk M.S. 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:

Faulk M.S. 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

School Processes & Programs Strengths

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

1. Work closely with HR Department
2. Walkthrough Data
3. Professional Development attendance
4. 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. Professional Development: Increase teacher and administration's participation in professional development (in and out of district opportunities).

7.1.1

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 1.1.8, 1.1.14

3. The teachers will receive additional training on the Review 360 in order to reduce ISS, OSS, and student removals. 1.1.8

4. The teachers will be expected to conduct peer coaching during each semester in order to gain knowledge and learn from peers, and by completing instructional rounds to both our campus and other district campuses 1.1.8

5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions. 1.1.4, 1.1.10

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. 1.1.8

To best support 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.

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:

7. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. 1.1.13,1.1.4

8. 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. 1.1.5

9. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers. 1.1.8

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.

Perceptions

Perceptions Summary

CNA Procedures for School Culture and Climate:

Faulk M.S. 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:

- Faulk M.S. 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. Student Awards and Incentives: Faulk MS will provide students with incentives and awards to recognize and celebrate student success. 1.1.28

2. 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. 3.1.1, 4.1.1, 7.1.13.

3. 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. 7.1.12

4. 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 & IP Phones) 7.1.10

5. Healthy Students: Provide students with supplies needed to promote healthy habits and routines. 9.3.5

6. Healthy Environment: Provide a healthy 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 records. 9.3.4

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.

7. 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. 6.1.4, 6.1.6, 6.1.7, 7.1.5, 7.1.8

8. Parental Involvement Meetings: 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. 6.1.6

9. 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. 6.1.8, 7.1.13

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Faulk Middle School 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
<p>Critical Success Factors CSF 1</p> <p>1) ELA, math, science and history teachers will meet during both team and department planning to align curriculum with both vertical and horizontal alignment, TEKS objectives, district frameworks, benchmarks, TELPAS, STAAR, formative evaluations, integrate core content areas through warm ups and other classroom activities and differentiate instruction for all learners and analyze data using AWARE, Tango, STAAR Data, or campus evaluations. AYP Initiative Curriculum Writing Workshops will take place afterschool and/or on Saturday's to ensure alignment in curriculum and to plan to accelerated instruction. Will purchase supplies, scanners and materials for trainings.</p> <p>Population: All Students Timeline: Weekly - August 2018 - June 2019</p>	2.4, 2.5, 2.6	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, progress reports, semester exams, grades, benchmark grades, professional portfolios, Summative: STAAR, TELPAS.				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas.</p> <p>Population: All Students Timeline: Weekly -August 2018 - June 2019</p>	2.4, 2.5, 2.6	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, District Benchmark exams, and/or EOC scores in reading/ELA, math and science for CTE Special Education and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE, TELPAS				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>3) While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p> <p>Student Academic Achievement Need#2</p>	2.4	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Walkthroughs, Progress Reports, Report Cards, Summative: STAAR, TELPAS				
<p>Funding Sources: 162 State Compensatory - 1590.00, 199 Local funds - 100.00, 163 State Bilingual - 5070.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) Provide tutorials, Saturday Academies, extended day/week/year learning academies for students based on disaggregated six-weeks benchmark and EOY STARR tests results. Provide after-school tutorials and Saturday academies, while using the BISD transportation system, for identified low-performance students and at-risk students to prepare for the Reading, Writing, Math, Science, History STAAR, TELPAS, and the Algebra I EOC assessment. Provide 18 hours of additional tutorial for AP Spanish students outside of regular classroom setting.</p> <p>Population: All Students (G/T, PRE-AP, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2018 - June 2019</p> <p>Student Academic Achievement Need #1</p>	2.4, 2.5, 2.6	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers	Formative: Six Weeks Passing/Failing Rates, Benchmarks, Attendance Summative: STAAR scores, TELPAS, PBMAS				
<p>Funding Sources: 211 Title I-A - 75500.00, 162 State Compensatory - 42583.00, 163 State Bilingual - 2400.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers will use a variety of print materials and workbooks/consumables that focus on the STAAR Testing Subjects and include items such as short stories, biographies, historical literature and include social studies topics in lessons to address student needs.</p> <p>Population: All Students, LEP</p> <p>Timeline: August 2018- June 2019</p> <p>Student Academic Achievement Need #3</p>	2.4	Principal, Dean, Assistant Principal, Department Specialist, Teachers	Formative: Walkthroughs Lesson Plans A/R Points Summative: STAAR scores TELPAS				
<p>Funding Sources: 263 Title III-A Bilingual - 7000.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>6) Teachers will incorporate the Accelerated Reading Program (AR) and reading materials into the curriculum to apply literary elements and reinforce reading comprehension in order to understand the array of different texts.</p> <p>Population: All Students (G/T, PRE-AP, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2018 - June 2019</p> <p>Student Academic Achievement Need#3</p>	2.5	Principal, Dean, Asst. Principals, Dept. Chairs, Teachers, Librarian	Formative: AR Points, Six Weeks Exam, Semester Grades Summative: STAAR Scores				
<p>Funding Sources: 211 Title I-A - 5000.00, 199 Local funds - 600.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Dyslexia teacher will have reading and dyslexia lab classes throughout the day to assist those students in the dyslexia program and will meet with regular education teachers on a six weeks basis to monitor student progress.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - June 2019</p>	2.5	Principal, Dean, Asst. Principals, Dyslexia Teacher	Formative: Six Week Grades Semester Exams Summative: STAAR scores				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>8) Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students.</p> <p>Population: LEP students and Parental Denials</p> <p>Timeline: August 2018 - June 2019</p>	2.4, 2.5, 2.6						

<p align="center">Critical Success Factors CSF 1</p> <p>9) 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 scientific research-based strategies.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>	2.4	Administration Teachers	Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations Summative: STAAR Scores				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) In order to improve Reading/ELA, Math, Science, Social Studies academic performance, will use Title I-A, State Compensatory, 199, 166, and Bilingual monies, so that teachers can incorporate instructional resources and necessary supplies/materials, that are supplemental to the curriculum. Also, robots, rockets, airplanes and helicopters, electric car accessories, and STEM materials will be purchased for Science and Math classes.</p> <p>Population: All Students (G/T, PRE-AP, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials)</p> <p>Timeline: August 2018 - June 2019</p> <p>Student Academic Achievement Need #2</p>	2.4, 2.5, 2.6	Administration Teachers Administrator for State Compensatory Education/211 Fund	Formative: Student progress reports, lesson plans, benchmark scores, classroom observations Summative: STAAR Scores				Funding Sources: 211 Title I-A - 61000.00, 162 State Compensatory - 23995.00, 263 Title III-A Bilingual - 1970.00, 199 Local funds - 13050.00, 166 State Special Ed. - 4610.00

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>11) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. Use data to identify areas of need. Monitor progress and interventions of struggling student. Adjust instruction/interventions. Review student outcome data to evaluate instruction REVIEW360 Tier I, a minimum of 90 minutes devoted to ELA instruction Tier II, 30 minutes per day in small group in addition to the core instruction Tier III, 30 minutes per day in individual or small group instruction in addition to the core instruction. Implement research-based response intervention strategies, including tutorials, Saturday academies, and remediation for students diagnosed as performing below campus established proficiency levels. Snacks will be provided to students.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Teachers,</p>	<p>Formative: Sign in sheets, agenda. Summative: RTI folders, Texas Middle School Fluency Assessment (TMSFA), Progress Monitoring, Benchmark Results.</p>				
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>12) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction.</p> <p>Population: All Students (G/T, PRE-AP, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials). Timeline: August 2018 - June 2019</p>	<p>2.6</p>	<p>Administration Special Ed Department LPAC Teachers</p>	<p>Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Six Weeks</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>13) Monitor teachers' use of data for driving instructional decisions via profile sheets, lesson plans aligned to test results & conduct collaborative conferences.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - June 2019</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Department Chairs, Teachers,</p>	<p>Formative: Coordination/ collaboration meeting schedules and attendance sign-in sheets Summative: Semester Grades</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>14) Implement an integrated challenging, standards-based, inquiry-centered, curriculum. Offer high-level courses at Faulk by selecting students using specific criteria based on course listing guide to enroll 8th grade students in Algebra I and 6th-8th grade Pre-AP/GT class following the criteria as stated by the Advanced Academics Department and ensuring success in EOC test by providing tutorials.</p> <p>Population: Pre-AP students.</p> <p>Timeline: August 2018 - June 2019</p>		<p>Administration, Teachers</p>	<p>Formative: STAAR Summative: Six Weeks Grades Benchmarks</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3</p> <p>15) All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time.</p> <p>Population: All Students.</p> <p>Timeline: August 2018 - June 2019</p>		<p>Administration, Science Dept. Chair, Science Teachers</p>	<p>Formative: Lesson Plans, C-Scope lessons, Lab Write-ups Summative: STAAR, TELPAS, TAPR</p>				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>16) Integrate and Implement STEM Infinity Project Curriculum with the District's math and science frameworks to assist students in meeting math and science content performance objectives. Conduct 1 STEM Lab every Six Weeks.</p> <p>STEM Robotics Competition.</p> <p>Population: All Students. Timeline: August 2018 - June 2019</p>		Administration Teachers	Formative: Curriculum plans, and lesson plans. Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>17) All G/T students will complete a research project for the History and Science Fair Competition.</p> <p>Population: All Students. Timeline: August 2018 - June 2019</p>		Administration, Teachers	Formative: History Fair History Fair Project Library Schedule Summative: Six Weeks Exam				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>18) All students will participate in KIDS Voting USA in order to understand the voting process and its place in Democratic society.</p> <p>Population: All Students. Timeline: August 2018 - June 2019</p>		Administration, History Teachers	Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 6</p> <p>19) Teachers will follow the aligned curriculum for Pre-AP / AP courses in the core areas of English, Math, Science, Social Studies and Spanish Language and Literature.</p> <p>Population: All students Timeline: August 2018 - June 2019</p>		Administration Counselors Teachers	Formative: Curriculum Documents Summative: STAAR, TELPAS, TAPR				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>20) Counselors will give classroom presentations on positive work habits, and coping with test anxiety.</p> <p>Population: All students Timeline: August 2018 - June 2019</p>	2.6	Administration Counselors At-Risk Counselor Teachers	Formative: Curriculum Documents Summative: STAAR, TELPAS, TAPR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>21) Students will utilize computer instruction which will provide students with an engaging, challenging, and high DOK curriculum to support rigor and student achievement through use of this technology in enrichment, tutorial, and alongside the instructional curriculum. Computer Labs and classrooms with this software will support Reading, Math, Science and Social Studies curriculum. Programs include Compass and other supplemental supports to the curriculum.</p> <p>Population: All students Timeline: August 2018 - June 2019</p>		Campus Administrators Curriculum Specialist Dean of Instruction Teachers Special Ed Department ESL Department	Formative: Training sign in sheets and feedback. Exemplar Lessons Summative: : STAAR results Commended Levels				
<p align="center">Critical Success Factors CSF 1</p> <p>22) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies. Clerical staff will monitor attendance and contact parents to ensure student tutorial attendance and documentation is kept. Overtime pay will be allocated for para-professionals completing these duties beyond the normal working hours.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Principal Dean of Instruction	Formative: Timesheets, classroom observations Summative: Tutorial Attendance, timesheets				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>23) Teachers will continue to use TLI Strategies in the classroom to meet the district ELAR Plan and Grant Sustainability.</p> <p>Timeline: August 2018 - June 2019</p>	2.5	Administration and Teachers	Formative: Lesson Plans Walkthroughs Observations Benchmarks Summative: STAAR, Teacher Access Center, TELPAS				

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>24) The campus will follow the strategies outlined in the district Literacy Plan.</p> <p>Timeline: August 2018 - June 2019</p>		Administration and Teachers	<p>Formative: Lesson Plans Walkthroughs Observations Benchmarks</p> <p>Summative: STAAR, Teacher Access Center, TELPAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>25) Gear-UP Program will provide services to the Eighth Grade Class.</p> <p>Timeline: August 2018 - June 2019</p> <p>Demographics Need #5</p>	<p>Funding Sources: XXX Grant Funds - 93860.00</p>						
<p>26) Instructional materials, duplicating paper, copy machine and laminating machine maintenance will be ordered/maintained to best ensure that teachers focus on student instruction.</p> <p>Population: Faculty Timeline: August 2018 - June 2019</p> <p>Student Academic Achievement Need #2</p>	2.4	Administration	<p>Formative: Walk throughs, observations, surveys</p> <p>Summative: Teacher feedback/surveys</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>27) Project RISE Master Teachers will meet with teachers to conduct observations and provide feedback on the effectiveness of classroom instruction.</p> <p>Population: Faculty Timeline: August 2018 - June 2019</p> <p>School Process and Program Needs #1</p>	<p>Funding Sources: 211 Title I-A - 3971.00, 162 State Compensatory - 3375.00, 199 Local funds - 3000.00</p>						
		Administration, Project RISE Master Teachers	<p>Formative: Walk through, observations, Master teacher conference notes</p> <p>Summative: STAAR Scores, Master Teacher Logs</p>				

<p>Critical Success Factors CSF 1</p> <p>28) Student incentives and awards will be purchased and issued every six weeks to recognize student achievement. An awards ceremony will be conducted at the end of each school year to recognize and celebrate success.</p> <p>Timeline: August 2018 - June 2019</p> <p>Perception Needs #1</p>	2.5	Principal, Dean, Administration, counselors	Formative: Surveys, inventory of awards Summative: Awards program				
<p>Funding Sources: 211 Title I-A - 6000.00, 199 Local funds - 7500.00, 166 State Special Ed. - 500.00</p>							

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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

Performance Objective 2: Faulk Middle School 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>1) 1) 100% of 8th grade students will enroll in a CTE course that focuses on College and Career Readiness.</p> <p>Population: All 8th grade students.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, 8th Grade Counselor, CTE Teacher	S: Master Schedule				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Students will have an opportunity to explore the different career clusters available at each high school's pathways, through virtual fieldtrips or video conferencing, early college, and CTE awareness nights.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) All students will be taught the skills necessary for developing a personal career portfolio they can continue to update as they advance their secondary education.</p> <p>Population: All students.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Technology teachers, TST	Formative: Lesson Plans Students' Work Summative: Six Weeks Exam.				

<p>Critical Success Factors CSF 1</p> <p>4) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the student's academic performance.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Administration, CTE teachers	Formative: Sign in sheets, class rosters. Summative: Verification signatures from CTE teachers documenting receipt of state assessment results and objectives not mastered by class period.				
<p>Critical Success Factors CSF 1</p> <p>5) Counselors will present information on BISD Magnet School programs and Magnet Career Night to students and parents. Students will be advised of Career Pathways available in High School.</p> <p>Population: Students, parents Timeline: August 2018- June 2019</p>		Administration Counselors At-Risk Counselor Teachers	Formative: Monthly Logs, Sign In Sheets Summative: Number of student accepted into magnet school, choice slips.				
<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: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of Faulk 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) 3: PBMAS Report, STAAR/EOC Assessment

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</p> <p>1) Migrant clerk will attend 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>Population: All PFS/migrant students. Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: IDR Training. Summative: Texas Education Agency (TEA) IDR Certificates.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The Migrant campus clerk will attend the required NEW Generation System (NGS) state required training in order to secure the need skills to accurately and appropriately in put the data for migrant students into the migrant state database.</p> <p>Population: All PFS/migrant students. Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Annual Training Summative: NGS Certificates				





<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) The migrant clerk will assist with the annual IDR Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: All PFS/migrant students.</p> <p>September 2018 - November 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Mass Enrollment Report ESchool Solutions Report Summative : Residency Verification Reports				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) 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..</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Reports Summative: Completed Surveys, Documentation of services, Monitoring Tools, Migrant Clerk Evaluation.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data- base.</p> <p>Population: All PFS/migrant students.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: NGS and ESchool Solutions ReportsSummative: PBMAS ICR Reports NGS Reports				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS migrant students will receive shoes, clothing, personal hygiene items, and necessary supplies based on need.</p> <p>Population: All PFS migrant students.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Job Description Summative: Completed personnel Assurance forms, Job evaluation.				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. These supplies may include shoes, and clothing.</p> <p>Population: All PFS/migrant students. Timeline: August 2018 - June 2019</p>	2.4	Administration, Migrant Teacher, Migrant Clerk	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student's NGS Number and Parent's / Student's signature.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Migrant students 6th - 8th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: All PFS/migrant students. Timeline: August 2018 - June 2019</p>	2.4	Administration, Migrant Teacher, Migrant Clerk	Formative: STAAR Remediation Enrollment List, NGS STAAR report, Benchmark results. Summative: Current State Assessment Test Results.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Migrant 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/migrant students. Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Region one workshop advisements, Registration Forms, BISD professional leave form with approval signatures. Summative: Workshop certificate, Agendas, Handouts.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>10) In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club.</p> <p>Population: All PFS/migrant Timeline: August 2018 - June 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Meeting Agenda and Sign-In Sheets Summative: Participants Survey.				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) A leadership conference for Migrant middle school students and their parents will be held to provide the participants experiences to improve leadership, learning and study skills. The Migrant students and their parents will attend the PFS Middle School Leadership Conference in order to expand their leadership skills.</p> <p>Population: All PSF /migrant students. February 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Sign-In Sheets, Agenda and Participants Survey Summative: Conference Evaluations				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>12) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Population: All PSF/migrant students. June 2018 - July 2019</p>		Administration, Migrant Teacher, Migrant Clerk	Formative: Eligibility Forms, Attendance Sheets, Weekly Assessments, Participants Survey. Summative: Completion Reports, End of Program Assessment Results.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>13) Campus Migrant Clerk will conduct meetings twice (Note Correction below: once) each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. A light snack will be served at each meeting.</p> <p>Population: All PFS /migrant students. October 2018 December 2018 / February 2019 April 2019</p>	3.2	Administration, Migrant Teacher, Migrant Clerk	Formative: Flyers, Parent phone calls, Sign-in sheets, Invitation Agenda Summative: Parent Meeting evaluations.				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Migrant teacher will provide supplemental guidance and counseling services for migrant students to improve student achievement and the drop out rate. Monies will be allocated for a substitute aimed as assist the teacher with attendance at professional development opportunities and other migrant related activities.</p> <p>Population: PFS /Migrant students. Timeline: August 2018 - June 2019</p>		<p>Administration Migrant Teacher</p>	<p>Formative: Student sign in sheets Summative: STAAR Reports</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>15) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: PFS/Migrant Students Timeline: August 2018 - June 2019</p>		<p>Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MS</p>	<p>PBMAS Report Correctly coded migrants on NGS</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>16) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for MS migrant students pre and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional support and ensure participation into supplemental opportunities.</p> <p>Population: PFS /Migrant Students Timeline: August 2018 - June 2019</p>		<p>Sp. Programs Administrator Campus Principals MS Teachers Migrant Funded: Teachers- 3FTEs Computers MSC</p>	<p>Increased academic performance</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>17) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: PFS / Migrant Students Migrant Parents Timeline: August 2018 - June 2019</p>		<p>Sp. Programs Administrator MSC DMC</p>	<p>Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</p>				
<p>18) survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS /Migrant Students Timeline: May 2019</p>		<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on- time graduation</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>19) Learning Academy and tutorials targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Monies will be allocated for Saturday tutorial transportation and other trip transportation costs. Population: Elementary, MS and HS PFS /Migrant Students Timeline: September 2018 - June 2019</p>		<p>Administration, Migrant Teacher, Migrant Clerk</p>	<p>Increased STAARS Scores for PFS students</p>				

<p>Critical Success Factors CSF 1</p> <p>20) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS and Migrant Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC</p>	<p>Decrease in the number of PFS student</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 4: Faulk Middle School will 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) 4: Regional and state competition participation numbers

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 6</p> <p>1) The Fine Arts Departments will perform and present on campus, at our feeder schools and in the community.</p> <p>Population: Fine Arts students. Timeline: August 2018- June 2019</p> <p>Student Academic Achievement Need #4</p>		Administration Fine Arts Teachers	Formative: School / Community performances Summative: Gradebooks, Six Weeks Exam.				
Funding Sources: 199 Local funds - 1000.00							
<p>Critical Success Factors CSF 1</p> <p>2) 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: Top Band students Timeline: August 2018 - June 2019</p>		Administration, Teachers	Formative: Performances / # of students participating Summative: Gradebooks, performance results				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) 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.</p> <p>Population: Choir Students. Timeline: August 2018 - June 2019</p>		Administration, Teachers	Formative: Lesson Plans Summative: Performance Ratings				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) Choir students will attend summer choir camps.</p> <p>Population: Choir Students. Timeline: August 2018 - June 2019</p>		Administration, Choir Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Visual Art students will participate in YAM YOUTH ART MONTH 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>		Administration Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) All Fine Arts students will complete assignments per month such as: Journals, Poster Contest, Book Report / Project, Writing Response to Reading, STAAR test strategies. Students will receive supplies to attend class and be motivated and prepared for instructional classes.</p> <p>Population: Art Students. Timeline: August 2018 - June 2019</p>		Administration, Fine Arts Teachers	Formative: Lesson Plans, Student Portfolios Summative: Grade booksngs				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) 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>		Administration, Fine Art Teachers	Formative: Lesson Plans, Student Portfolios Summative: Gradebooks, Six Weeks Exam				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>8) 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> <p>Student Academic Achievement Need #4</p>		Administration, UIL One Act Play teacher	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
Funding Sources: 199 Local funds - 1000.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Ballroom dance students will participate in the Red Hot Ballroom dance program.</p> <p>Population: Ballroom Students. Timeline: August 2018 - June 2019</p>		Administration, Ballroom Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Dance students will participate in campus dance recitals such as Santa and Friends and perform for Elementary campuses as well as participate in a fine arts dance evaluation.</p> <p>Population: Dance Students Timeline: August 2018 - June 2019</p>		Administration, Dance Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>11) Foreign Language (Spanish) students will learn the Spanish language, culture, vocabulary and grammar. They will focus on community and cultural aspects.</p> <p>Population: Students in Spanish class. Timeline: August 2018- June 2019</p>		Administration, Spanish Teacher	Formative: Student binder, teacher lesson plan book. Summative: Lesson Plans				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Destination Imagination teacher sponsors and students will participate in D.I. trainings and and competitions.</p> <p>Population: Students, parents Timeline: August 2018- June 2019</p>		Administration DI Sponsor	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>13) Students and sponsors will participate in Special Olympic events.</p> <p>Timeline: August 2018- June 2019</p> <p>Student Academic Achievement Need #4</p>		Admin Special Ed Teachers Adaptive PE Teachers	Special Olympics Results				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>14) Students will participate in Chess and attend various tournaments through out the year.</p> <p>Timeline: August 2018- June 2019</p>		Administration Chess Sponsors	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>15) 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</p> <p>Student Academic Achievement Need #4</p>		Administration, Teachers, Principal's Secretary	Formative: Monthly Travel Log Summative: Event results				
Funding Sources: 199 Local funds - 13500.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 2: The 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: Faulk Middle School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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.	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly Energy Use Report</p> <p>Summative: Yearly Energy Use Report</p>				
<p>Critical Success Factors CSF 3</p> <p>2) The school will only be scheduled to have the air condition programmed on Saturday to be active during Saturday Tutorials, Professional Development, and/or UIL activities.</p> <p>Population: All staff. Timeline: December 2018 - June 2019</p> <p>Student Academic Achievement Need #1</p>		Administration, Head Custodian, UIL Sponsors	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
<p>Funding Sources: 199 Local funds - 100.00</p>							

<p>Critical Success Factors CSF 3</p> <p>3) The campus will be divided into five equal areas and each area will receive intensive maintenance for the year (ie Ceiling Repairs, Wall Repairs, AC Repairs, Lighting Repairs, Door/Lock Repairs, Window Unit Repairs, Electrical Repairs, Network Repairs, etc). The "F" Building will be the first area to be serviced.</p> <p>Population: All staff and students.</p> <p>Timeline: December 2018 - June 2019</p>		<p>Administration and Head Custodian.</p>	<p>Formative Report: BISD Maintenance Requests.</p> <p>Summative: BISD Maintenance Requests Completion Rate.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Administration, Safety coordinators, maintenance personnel.</p>	<p>Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation.</p> <p>Summative: SHAC recommendations.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: The District 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: Faulk Middle School 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, 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, Fine Art 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.</p> <p>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>				
<p>Critical Success Factors CSF 3</p> <p>3) The 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, Fine Art 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>4) 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>		<p>Principal, Principal's Secretary, Fine Art Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.</p>	<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>				
--	--	--	---	--	--	--	--





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: The District 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: Faulk Middle School will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Faulk Middle School will celebrate all five days of Teacher Appreciation Week.		Administration	Increased Staff Morale				
Critical Success Factors CSF 6 2) Faulk Middle School will have a faculty celebration once a semester to recognize the achievements of the staff.		Administration and Counselors	Increased Staff Morale				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 1: Faulk Middle School 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
1) The campus will supply the BISD PIO with news, student and staff accomplishments on a weekly basis to ensure maximum positive school publicity. Population: All staff and students. Timeline: December 2018 - June 2019		Administration, Department/Program Heads, and Sponsors.	Formative: Newspaper Clippings, BISD Website Highlight, and Faulk Website. Summative: Enrollment Reports				
2) The campus will responsibly create and maintain a social media page to highlight student achievements. Population: All staff and students. Timeline: December 2018 - June 2019		Administration and Campus TST	Formative: Faulk Social Media Page Summative: Faulk Social Media Page				
3) Faulk MS will promote the history and origins along with current accomplishments weekly through the website and media venues. Population: All staff and students. Timeline: December 2018 - June 2019		Administrators and Campus TST	Weekly news articles feature or website feature. Formative: Schedule of weekly articles Summative: Listing of all campus features				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 5: School campuses 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) Distribute student list every six weeks from district hearing officers regarding Expulsions, Appeals to compare to PEIMS records in and assure correct reporting to TEA.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p>	2.6	Administration, Counselors, Teachers	Formative: Gradebooks, Six Weeks Exam, retention rates. Summative: Admission, Attendance and Discipline List compared to Order of Expulsions and Removals.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) 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				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 5: School campuses 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> <p>Population: All Students Timeline: August 2018 - June 2019 Yearly</p>		Administration, Counselors, Teachers	Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports				

<p>Critical Success Factors CSF 1 CSF 6</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>		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> <p>Student Academic Achievement Need #6</p>	2.6	Administration, Counseling, Teachers	Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports				
Funding Sources: 199 Local funds - 1000.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Audit and monitor student discipline referrals every six-weeks to keep track of ISS/OSS rates. This process will lead to tracking and addressing possible patterns of concerns with school personnel.</p> <p>Population: All Students Timeline: August 2018 - June 201 Every Six Weeks</p>	2.6	Administration, PEIMS supervisor, Teachers, Attendance Clerk	Formative: Principal will analyze OSS report at end of each 6 wks. to determine increase or decrease in OSS Summative: Discipline Reports				
<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: School campuses 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 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>		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>		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>Administration, Counselors, Teachers</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 1</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 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>				

<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				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Administration, Safety coordinators, Counselors, Teachers.	Formative: Meetings, Agendas. - Summative: Reviews of campus safety action plan and Emergency Operating Procedures (EOP).				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: Faulk Middle School will experience a 10% increase of parents involved in campus 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

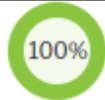
Summative Evaluation 1:

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>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>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> <p>Population: All parents. Timeline: August 2018 - June 2019</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>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 (NASA night, Math Camp Weekend, etc.) 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.</p> <p>Population: parents and students Timeline: August 2018 - June 2019</p> <p>Perceptions Need #8</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 - 5000.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Provide computers on wheels for access of student's academic progress reports, and on-line training courses, etc. *Home Access Center *Parent Newsletter</p> <p>Population: All parents. Timeline: August 2018 - June 2019</p>	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.</p>				

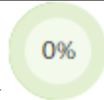
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Solicit Community partners for each academic team to promote academic excellent for teams via business and community ventures. Activities include breakfast clubs, evening sessions, etc.</p> <p>Population: Community Partners and parents</p> <p>Timeline: August 2018 - June 2019</p>	<p>3.1</p>	<p>Administration, Counselors, Teachers, Parent Liaison</p>	<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>				
---	------------	---	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: 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)



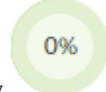

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance 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 align="center">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.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - June 2019</p> <p>School Process and Program Needs #1</p>	<p>2.4, 2.5</p>	<p>Principal, Dean, Asst. Principals, Dept. Chairs, Teachers</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 SAT 10 PBMAS</p>				
<p>Funding Sources: 211 Title I-A - 27500.00, 199 Local funds - 19823.00, 163 State Bilingual - 0.00</p>							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science.</p> <p>Population: All Students.</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Teachers	Formative: lesson plans, curriculum and instruction plans. Summative: 10% Increase in 6th Grade STEM STAAR Math Scores as compared to All Students 10% Increase in 6th Grade STEM STAAR Science Scores as compared to All Students				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Fine Arts teachers will participate in in-service district training on updated Scope and Sequence material for TEKS.</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		Administration, Fine Arts Teachers	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 8: Technology 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: Faulk Middle School 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:

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 7</p> <p>1) Teachers will participate in technology professional development such as: CTE Technology district trainings, Eduphoria, Tango, TCEA Convention and Regional Technology Conferences in order to ensure students benefit from new programs and hardware.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p>		Administration Technology teachers TST	Formative: Staff Development Agenda Lesson Plans Summative: Six Weeks Exam TELPAS Online Scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Technology teachers and CTE Teachers will focus on instruction pertaining to societal changes and the use of technology, keyboarding techniques, creating a website and the use of internet research and business forms/techniques to ensure students have skills to create documents and e-mails account.</p> <p>Population: All students. Timeline: August 2018- June 2019</p>		Administration Technology teachers TST	Formative: Lesson Plans, Students Work Summative: Six Weeks Exam, Benchmark Data.				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Technology teachers will integrate TEKS / STAARS objectives into their instruction and promote critical thinking skills, develop projects that foster creativity, collaboration, innovation.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will complete an annual School Technology and Readiness (STAR) chart.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p>		Administration, Technology teachers, TST	Formative: Meeting Agenda Summative: Texas STAR Chart administrative tool.			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) The campus will ensure accessibility to instructional technology devices in order to improve student achievement. Desktop computers, projectors, laptop computers, Ipads, Kindles, Digital Sender, Dell Tablets, Digital Pens, Portable Speakers REDCAT, printers, external hard drives, IP Phone, ink, printers, scanners, fax machines, servers, laminators, sound systems, digital cameras, video (document) cameras, Elmo, miniovotes, mobipads, USB memory sticks Smart Boards including adaptive-assisted devices when needed.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p> <p>Student Academic and Achievement Needs #2</p>	2.4, 2.5, 2.6	Administration, Technology teachers, TST	Formative: Lesson Plans Students Summative: Six Weeks Exam.			
<p>Funding Sources: 211 Title I-A - 67166.00, 199 Local funds - 5900.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will determine the goals, software and technology needs aligning them with the district technology goals and objectives.</p> <p>Population: All students. Timeline: August 2018- June 2019</p>		<p>Administration, Technology teachers, TST</p>	<p>Formative: Campus Improvement Plan Summative: TELPAS, TAPR</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) In order to improve students' academic achievement administration and staff will have access to purchase office computers, and office equipment . With this access campus administration and staff can have access to websites and computer programs that hold pertinent information such as news, lesson plans, forms and templates including websites with student work schedules, administrative information, homework information, and newsletters.</p> <p>Population: All students. Timeline: August 2018- June 2019</p>	<p align="center">2.4, 2.5</p>	<p>Administration, Technology teachers, TST</p>	<p>Formative: Annual Inventory Purchasing Records Summative: Six Weeks Exams</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) The Technology Support Teacher will support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually. Technology Support Teacher (TSTs) will be support the campus in the area of instructional technology, as needed, on computer programs, software and will organize and manage campus technology and will be given the opportunity for professional development annually.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p>		<p>Administration, Technology teachers, TST</p>	<p>Formative: Meeting Agenda Summative: Needs Assessment STAR Chart</p>				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>9) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. INK, Printers (Elmo (Video Document Camera), projector Smart Boards, Airliner)</p> <p>Population: All Faculty</p> <p>Timeline: August 2018 - June 2019 Yearly</p>		<p>Administration, Technology teachers, TST</p>	<p>Formative: Sign-in Sheets, Agenda, Lesson Plans, 6 weeks projects Summative: TELPAS</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) Students will work at computer labs on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Population: All students. Timeline: August 2018 - June 2019</p>		<p>Administration, Technology teachers, TST</p>	<p>Formative: Benchmark Scores, e-School Plus, 6 weeks projects Summative: STAAR Scores, TELPAS AEIS Report, EOY Grades, Retention Rates</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: 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: Increase the overall Faulk Middle School attendance rate to 96.8% with a target of 97% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

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 3 CSF 6</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: All Students Timeline: August 2018 - June 2019 weekly</p>	2.4, 2.5, 2.6, 3.1	Campus Staff, Attendance Personnel	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: TAPR, AYP.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Train attendance clerks and parent /attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p>		Attendance Office, Principal, Campus PEIMS Supervisor, Attendance Clerks, Parent Liaison, Student Accounting, Data Entry Clerk	<p>Formative: Agenda Sign-in sheets Six weeks Attendance Report Phone Master Daily Log, School Messenger Notification System. Summative: Attendance Reports.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>School Messenger Notification System, Trainer Computer Services, PEIMS Supervisor, Pupil Services, Data Entry Clerk</p>	<p>Formative: KBSD announcements Campus marquees Summative: AYP, Attendance.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: KBSD announcements Campus marquees Summative: AYP, Attendance.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald ads.</p> <p>Population: All Students Timeline: August 2018- June 2019</p>		<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: Campus documentation Summative: AYP, Attendance Records.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) Recognize and award incentives to students with Perfect attendance every six weeks and at the end of the year. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Special consideration will be given to medical issues that arise at school. Promote student achievements and recognition via Brownsville Herald ads.</p> <p>Population: All Students Timeline: August 2018- June 2019</p>		<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: Campus documentation Summative: AYP, Attendance Records.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Recognize students with a special certificate/plaque/ribbon/medal for cumulative perfect attendance. 6-8. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>	<p align="center">2.6</p>	<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: List of certificate/plaque recipients by school Summative: AYP, Attendance Records.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: Review annual attendance rates to determine recipients of attendance achievement banner award. Summative: AYP, Attendance Records.</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>9) Student records will be maintained with current information in order to comply with district policy and record retention.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p>		<p>Student Accounting , Principal, PEIMS Supervisor, Admissions and Attendance</p>	<p>Formative: PRC Log Summative: Compliance of Student Records.</p>				
--	--	--	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 9: 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 Faulk Middle School Dropout Rate to less than 1%.

Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Faulk Middle School will implement tutorial and remediation strategies in core-area subjects for low-performing students by the sixth week of school in order to decrease the retention rate and improve student achievement. Will provide students with Food and Refreshments during Saturday Academies.</p> <p>Population: AR, TI, MI, LEP Timeline: September 2018 - June 2019</p>		<p>Administrator for State Compensatory Education, Campus Administration, Counselors, At-Risk counselor, Teachers</p>	<p>Formative: eSchoolPlus Solutions generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: STAAR</p>				

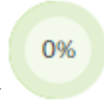
<p>Critical Success Factors CSF 1</p> <p>2) Continue the district-wide plan for quality professional development for faculty, staff and administration targeting the identification of students at-risk of dropping out and providing teachers with effective intervention and prevention instructional strategies, including the identification of special populations in order to decrease student dropout rates and to increase graduation rates. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Training, technology training and Texas Assessment Conference.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Monthly</p>	2.6	Administration, Teachers, Students	Formative: In-Service Evaluations Summative: TAPR, AYP				
--	-----	--	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: 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: 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) 3: 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 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) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who meet State criteria, which are addressed in the PGPs (Personal Graduation Plans) at the secondary level to increase students' graduation rate.</p> <p>Population: All Students Timeline: August 2018- June 2019 Yearly</p>		Administration, Teachers, Counselors	Formative: Counselor Logs 10% decrease in dropout rate Summative: PGPs, AYP Attendance Rates.				
<p>Critical Success Factors CSF 1</p> <p>2) Dating Violence Policy, Maintain a written safety plan developed by the campus safety committee, Meet annually with parents for awareness education, Provide training for administrators, counselors and teachers. Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p>		Administration, Counselors, Teachers	Formative: Evaluations, Audits, Sign-In Sheet Summative: PEIMS Discipline Reports				

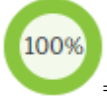



<p align="center">Critical Success Factors CSF 1</p> <p>3) Parent Presentations will be made periodically at campuses, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, gun safety, Teen CERT, Truancy, EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: All Students Timeline: August 2018 - June 2019 Every Six Weeks</p>		Administration, Counselors, Teachers	Formative: Evaluations, Sign-In Sheets Summative: PEIMS Discipline Reports				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Establishes effective procedures for a health school environment and maintain accurate student health records and supplies and materials needed to assist in meeting the health needs of the general school populations and those with identified health conditions. Will also purchase supplies and custodial materials to maintain a clean environment.</p> <p>Population: All Students Timeline: August 2018- June 2019 Weekly</p> <p>Perceptions Needs #6</p>	2.6	Administration, Nurse, Nurse Aide	Formative: Nurse Logs Summative:				Funding Sources: 199 Local funds - 8000.00
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) To promote and ensure physical fitness, middle school students in grades 6-8 will be provided with moderate to vigorous physical activity each day in physical education for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p> <p>Perception Needs #5</p>	2.5	Area Superintendents, Campus Administrators, Deans/Facilitators, Physical Ed. Teachers	Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: School Health Index, Physical Fitness Assessment				Funding Sources: 199 Local funds - 1000.00

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>	<p align="center">2.5</p>	<p>Area Superintendents, Assessment Research & Evaluation Administrator, Curriculum & Instruction Administrators, Health Services Administrator, Physical Ed. Specialist, Campus Administrators, Physical Ed. Teachers, School Nurse, CATCH Team Members, ARD & 504 Teachers</p>	<p>Formative: Classroom Observations, PE student attendance records, Updated District Policy Summative: TEA required report for Fitness Assessment Results & Student Follow-up</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Develop curriculum objectives in Health and Physical Education, which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmentally appropriate, designed, implemented and evaluated to enable students to develop the motor, self management, additional skills, attitudes and confidence necessary to participate in physical activity throughout life in order to comply with Senate Bill 891 effective 09/01/2009.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Health Ed. Lead Teacher, PE Specialist, Health Teachers, PE Teachers</p>	<p>Formative: Updated Curriculum Frameworks Summative: Student classroom Assessment, Physical Fitness Assessment.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>8) Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Health Teachers, PE Teachers	Formative: District Frameworks, Lesson Plans Summative: Student classroom Assessment, Physical Fitness Assessment.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Update scope and sequence bi-annually for Health and Physical Education and monitor for implementation in order to provide appropriate instructional guidelines and pacing for these teachers.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Health Teachers, PE Teachers	Formative: District Frameworks, Lesson Plans Summative: Student classroom Assessment, Physical Fitness Assessment.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Provide in-service training on updated scope & sequence including strategies that motivate students to participate and maintain a physically active and healthy lifestyle to promote continued health and wellness.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Sign-in sheets Summative: Monthly campus visitation documentation.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>11) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		District specialist, Campus Administration, Health Teachers, P.E. Teachers	Formative: Campus Improvement Plan Review Summative: School Health Index Documentation, Campus Improvement Plan. .				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Recommend to the BISD Board of Trustees changes needed concerning the Districts Health & Physical Education Programs as an outcome of the School Health Advisory Council meetings which will take place four or more times annually in order to comply with Senate Bill 283 effective 09/01/2009.</p> <p>Population: All Students Timeline: August 2018- June 2019</p>		<p>District specialist, Campus Administration, Health Teachers, P.E. Teachers</p>	<p>Formative: Sign-in sheets, evaluations. Summative: School Health Advisory Council Board Recommendations.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>13) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator reLevel III by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>District CATCH coordinator, Campus administration, Catch Campus Team</p>	<p>Formative: Curriculum frameworks, Fitness assessment documentation, staff development agendas, lesson plans. Summative: School Health Index Improvement Plan, Monthly campus visitation documentation, Implementation documentation.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>14) Meet at the District level with Coordinated Approach to Child Health (CATCH) Champions and Physical Education Department Chairs to provide updated information and training strategies.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Administration, Safety coordinators, CATCH team, maintenance personnel.</p>	<p>Formative: Curriculum Frameworks Summative: Agendas, sign-in sheets.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>15) Implement a Parenting and Paternity Awareness (PAPA) program at all middle schools/high schools to provide knowledge and awareness of the legal aspects of parenting in compliance with House Bill 3076 effective 9/1/09.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Administration, Safety coordinators, Counselors, Teachers.</p>	<p>Formative: Lesson plans, classroom observation documentation. Summative: PAPA curriculum assessments.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) Establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>District specialist, Health and PE Teachers</p>	<p>PE Teacher Formative: Sign-in sheets. Summative: Participant screening reports, participant evaluations.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>17) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		<p>Administration, Safety coordinators, Counselors, Teachers.</p>	<p>Formative: Counselor Teacher verify class presentation(s), Agendas, Sign-in Sheets. Summative: Student Counseling Documentation, Follow-up on child's progress in school during and after counseling sessions.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>18) Teachers will attend CPR, First Aid, Tapherd, CPI training and Fitness Gram training.</p> <p>Population: All Students Timeline: August 2018</p>		<p>Administration, P.E. Teachers</p>	<p>Formative: Teacher Evaluation Summative: Fitness Gram Reports.</p>				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>19) Teach drug awareness during drug free week, teach children the dangers of the use of drugs and the many effects it can have on themselves and their families.</p> <p>Population: All Students Timeline: August 2018- June 2019</p>	2.6	Administration, Counselors, P.E. Teachers, Health teachers	Formative: Classroom assessment by health teachers. Summative: Six Weeks Exam, Gradebook.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>20) Diabetes awareness week, and walk to increase the awareness of the disease.</p> <p>Population: All Students Timeline: August 2018 - June 2019</p>		Administration, Counselors, P.E. Teachers, Health teachers	Formative: Sign in sheets agenda. Summative: Classroom assessment by health teacher, P.E. teacher, classroom presentations by counselors.				
<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>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Staff collaborative curriculum alignment planning in house and with district reading/ELA, math, science curriculum specialists, CTE, Special Education, Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies and routines for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas. Population: All Students Timeline: Weekly -August 2018 - June 2019
1	1	3	While using technology resources and accessories, teachers will conduct six-weeks tests, benchmarks, CPAs, tests in reading/ELA, fluency assessments, math, science and history as well as reflective conferences with both teachers and students on disaggregated results. Population: All Students Timeline: August 2018 - June 2019 Student Academic Achievement Need#2
1	1	8	Teachers will target Advanced High TELPAS proficiency levels in order to increase number of at-risk students who exit the bilingual program. Teachers will follow English Language Proficiency standards in their classroom instruction and post to target ELPS objectives. A stipend will be allocated to the teacher servicing bilingual students. Population: LEP students and Parental Denials Timeline: August 2018 - June 2019
1	1	11	Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. Use data to identify areas of need. Monitor progress and interventions of struggling student. Adjust instruction/interventions. Review student outcome data to evaluate instruction REVIEW360 Tier I, a minimum of 90 minutes devoted to ELA instruction Tier II, 30 minutes per day in small group in addition to the core instruction Tier III, 30 minutes per day in individual or small group instruction in addition to the core instruction. Implement research-based response intervention strategies, including tutorials, Saturday academies, and remediation for students diagnosed as performing below campus established proficiency levels. Snacks will be provided to students. Population: All Students Timeline: August 2018 - June 2019
1	1	12	Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction. Population: All Students (G/T, PRE-AP, LEP, Non-LEP, SPED, RTI, 504, and Parental Denials). Timeline: August 2018 - June 2019
1	1	15	All students will conduct labs in designated Science Labs, hands-on activities, or demonstrations 40% of instructional time. Population: All Students. Timeline: August 2018 - June 2019
1	1	16	Integrate and Implement STEM Infinity Project Curriculum with the District's math and science frameworks to assist students in meeting math and science content performance objectives. Conduct 1 STEM Lab every Six Weeks. STEM Robotics Competition. Population: All Students. Timeline: August 2018 - June 2019
1	1	23	Teachers will continue to use TLI Strategies in the classroom to meet the district ELAR Plan and Grant Sustainability. Timeline: August 2018 - June 2019
1	1	24	The campus will follow the strategies outlined in the district Literacy Plan. Timeline: August 2018 - June 2019

Goal	Objective	Strategy	Description
7	1	2	All math and science grade level teachers will be afforded the opportunity to attend STEM Infinity Project Professional Development to improve student performance in math and science. Population: All Students. Timeline: August 2018 - June 2019
9	2	1	Faulk Middle School will implement tutorial and remediation strategies in core-area subjects for low-performing students by the sixth week of school in order to decrease the retention rate and improve student achievement. Will provide students with Food and Refreshments during Saturday Academies. Population: AR, TI, MI, LEP Timeline: September 2018 - June 2019

State Compensatory

Budget for Faulk Middle School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-043-Y-XX-XXX-Y	6118 Extra Duty Stipend - Locally Defined	\$42,583.00
6100 Subtotal:		\$42,583.00
6300 Supplies and Services		
162-11-6396-00-043-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,375.00
162-11-6399-XX-043-Y-30-000-Y	6399 General Supplies	\$25,585.00
6300 Subtotal:		\$28,960.00

Personnel for Faulk Middle School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emiliano Camarillo	Dean of Instruction	State Compensatory	1
Enrique Alvarez	Teacher	State Compensatory	1
Eva Guerrero	At-Risk Counselor	State Compensatory	1
Jose Esquivel	Teacher	State Compensatory	1
Jose Lucio	Teacher	State Compensatory	1
Pedro Meza	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 over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Masters performance level in all content areas.

The date the campus began to develop/review the Campus Needs Assessment: May 21, 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Faulk MS SBDM committee meets every quarter in order to review campus needs, activities, accomplishments, initiatives, etc.

This is the list of people and titles who assistewd with the development/review of the CIP.

Benita Villarreal	Principal	bebecerra@bisd.us	Administrator
Blanca Cardenas	SPED Representative	bhcardenas@bisd.us	Classroom Teacher
Olga Renteria	Elective Representative	orenteria@bisd.us	Classroom Teacher
Maria Lopez-Garcia	Reading Representative	mlopez-garcia@bisd.us	Classroom Teacher
Jose F. Esquivel	Social Studies Representative	jfesquivel@bisd.us	Classroom Teacher
Robert Rivera	Math Representative	rrivera@bisd.us	Classroom Teacher
Noe Garza	ELA Representative	ndgarza@bisd.us	Classroom Teacher
Paula Garay	ESL Representative	pgaray@bisd.us	Classroom Teacher

Victor Gonzalez	Science Representative	vrgonzalez@bisd.us	Classroom Teacher
Jose L. Lucio	PE/Health Representative	jllucio@bisd.us	Classroom Teacher
Anabel Alejandro	Project Rise Representative	aalejandro@bisd.us	Classroom Teacher
Belinda Yanez	Community Representative	pbelindayanez@yahoo.com	Community Representative
Graciela Barajas	Community Representative	gracielab95@hotmail.com	Community Representative
Norma Pena Pena	Business Representative	Norma Pena	Business Representative
Maria Lopez	Business Representative	Maria Lopez	Business Representative
Arturo Gracia	District-level Professional	artgracia@bisd.us	District-level Professional
Arlene Limas	Parent Representative	gerar195@hotmail.com	Parent
Francis Medellin	Parent Representative	Francis Medellin	Parent
Emiliano Camarillo	Facilitator/Dean of Instruction	Ecamarillo@bisd.us	Facilitator

2.2: Regular monitoring and revision

The Faulk MS SBDM committee meets every quarter in order to review campus needs, activities, accomplishments, initiatives, etc.

The date the campus began to review/revise the Campus Improvement Plan: June 1, 2018

2.3: Available to parents and community in an understandable format and language

Communication about key information about our campus such as: activities, academics, recognitions, assessments, curriculum, etc. is delivered both in English and Spanish to parents to ensure that communication between our campus and them is prompt and accurate.

At Faulk Middle School we communicate with parents in a variety of ways. Because Faulk Middle School serves a low socio-economic area, the first and most effective way to communicate with parents is through the telephone. Teachers and teams keep a weekly log of all phone communication with

parents. Teachers also have the option of requesting a home visit which is conducted by the Faulk Parent Liaison who then schedules a parent/team conference in person.

Another method of communication via telephone is a through the School Messenger System that the school district provides for all campuses. Faulk administration can record a message in the system, in both English and Spanish, and that message is sent to all phone numbers in the E-School Plus System. The system calls out to each phone number, and when the recipient answers, the system plays the pre-recorded message to all recipients. This has proven to be the best way to make school-wide parent announcements.

Faulk Middle School also has a website that is frequently updated to communicate with all stakeholders. Announcements, notices, and success stories are posted on the website for all to see. The Faulk website can be found at www.faulk.weebly.com. The campus newsletter can be found on the website as well. This past year, Faulk has begun to use social media sites, such as Facebook, to communicate with all stakeholders.

The Faulk Administration also use the school marquee to make critical school-wide announcements so that parents can see a daily reminder of upcoming events every time the parents drop off their student at the school.

Finally, the school communicates with parents at the weekly parent's meetings held every Thursday in the Faulk Parent Center and through other parent activities such as Meet the Teacher Night, Fall and Spring Open Houses, the Fall Carnival and the Faulk Health Fair.

The campus improvement plan is made available to all interested parties, in English, on the Faulk Middle School Website: www.faulk.weebly.com

2.4: Opportunities for all children to meet State standards

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program. Faulk MS will increase the amount and quality of learning time, including the funding of an afterschool Title I tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans.

The Texas Literacy Initiative focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques, while continuing with the TLI sustainability in the 2018-2019 school year. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better and more effectively address student needs as determined by

use of these instruments.

2.5: Increased learning time and well-rounded education

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and continue paying stipends for ELA (English Language Arts), math, science and social studies.

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' needs, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will conduct classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments

2.6: Address needs of all students, particularly at-risk

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily classroom assignments and assessments. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on their individual needs. In addition to tutorial, students will have the opportunity to attend ELA Campss and Saturday Academies.

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

Faulk MS will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Students will be provided with accelerated instruction by personnel funded by State Compensatory Education. In addition, Faulk Middle School will also utilize State Compensatory Education funds to provide computer based instruction to assist at-risk students academically

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.

3.2: Offer flexible number of parent involvement meetings

Faulk holds weekly meeting during the day at varied times and once a month in the evenings to offer a flexible number and schedule of parent involvement meetings. 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.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gloria Torres	Parent Liaison	Federal Programs	1
Henry Perez	Teacher	Federal Programs	1
Irazema Ramos	Computer Aide	Federal Programs	1
Maria De Lourdes Medina	Nurse	Federal Programs	.4
Maria Rendon	Dyslexia Aide	Federal Programs	1
VACANCY	Library Aide	Federal Program	1

Plan Notes

Preliminary math and reading results for first round testing for grades 5 and 8 do indicate potential for continued progress. The Preliminary 2018 data below is from the BISD STAAR/EOC data released in June 2018.

STAAR/ EOC Assessments	Content Area	2014	2015	2016	2017	TX 2017	BISD 2018 Preliminary Results	TX 2018 Preliminary Results
Grade 3	Reading	74%	80%	75%	75%+	72%	79%++	76%
Grade 3	Mathematics	76%	79%	80%	82%+	76%	85%++	77%
Grade 4	Reading	75%	74%	79%	74%+	70%	77%++	71%
Grade 4	Mathematics	78%	76%	78%	79%+	75%	84%++	77%
Grade 4	Writing	80%	75%	72%	75%+	63%	72%+	61%
Grade 5	Reading	89%	79%	83%	85%+	71%*	83%+	78%
Grade 5	Mathematics	94%	83%	91%	93%+	81%*	93%+	84%
Grade 5	Science	79%	75%	81%	80%+	73%	84%++	75%
Grade 6	Reading	69%	70%	64%	61%	67%	63%-+	66%
Grade 6	Mathematics	72%	69%	68%	71%	75%	75%-+	76%
Grade 7	Reading	65%	70%	66%	68%	72%	68%	72%
Grade 7	Mathematics	59%	66%	67%	65%	68%	68%-+	71%
Grade 7	Writing	68%	68%	67%	69%	68%	65%	67%
Grade 8	Reading	82%	71%	84%	83%+	76%*	75%*	76%*
Grade 8	Mathematics	79%	62%	82%	86%+	74%*	79%*+	78%*
Grade 8	Science	60%	59%	73%	70%	74%	71%-+	74%
Grade 8	Social Studies	51%	57%	62%	59%	62%	64%-+	64%
End of Course	ELA I	58%	57%	61%	65%	60%	70%-+	71%
End of Course	ELA II	58%	58%	63%	57%	62%	72%-+	75%
End of Course	Algebra I	79%	85%	85%	93%+	82%	94%++	83%
End of Course	Biology	81%	91%	87%	86%+	85%	90% -+	90%
End of Course	US History	89%	89%	91%	93%+	92%	93%	93%

+ indicates preliminary 2018 results exceeding State 2018 results and ++ indicates increase over 2017 BISD results.

The District Leadership Team used this Spring 2017 data as part of the development of the 2017-2018 problem statements addressed by the District Targeted

Improvement Plan for PBMAS and System Safeguards:

Content Performance at Approaches	All	SPED	SPED Gap	ELL	ELL Gap
Reading	71	35	-36	59	-12
Math	82	53	-29	77	-5
Writing	74	31	-43	64	-10
Science	80	49	-31	69	-11
Social Studies	77	49	-28	59	-18

SPED

Met or Exceeded Growth	All 2017	2017	SPED Gap 2017	ELL 2017	ELL Gap 2017
All Subjects	61	56	-5	57	-3
Reading	57	55	-2	52	-5
Math	65	57	-8	63	-2

Exceeded Growth	All 2017	SPED 2017	SPED Gap 2017	ELL 2017	ELL Gap 2017
All Subjects	20	17	-3	20	0
Reading	16	16	-0	16	0
Math	24	19	-5	25	+1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Benita Villarreal	Principal
Classroom Teacher	Blanca Cardenas	SPED Representative
Classroom Teacher	Olga Renteria	Elective Representative
Classroom Teacher	Maria Lopez-Garcia	Reading Representative
Classroom Teacher	Jose F. Esquivel	Social Studies Representative
Classroom Teacher	Robert Rivera	Math Representative
Classroom Teacher	Noe Garza	ELA Representative
Classroom Teacher	Cynthia Rios	ESL Representative
Classroom Teacher	Victor Gonzalez	Science Representative
Classroom Teacher	Jose L. Lucio	PE/Health Representative
Classroom Teacher	Anabel Alejandro	Project Rise Representative
Community Representative	Belinda Yanez	Community Representative
Community Representative	Graciela Barajas	Community Representative
Business Representative	Norma Pena Pena	Business Representative
Business Representative	Maria Lopez	Business Representative
District-level Professional	Arturo Gracia	District-level Professional
Parent	Arlene Limas	Parent Representative
Parent	Francis Medellin	Parent Representative
Facilitator	Emiliano Camarillo	Facilitator/Dean of Instruction

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	GENERAL SUPPLIES - Media Center	199-11-6399-16-043-Y-11-000-Y	\$100.00
1	1	6	READING MATERIALS - SUBSCRIPTI	199-12-6325-00-043-Y-99-000-Y	\$600.00
1	1	10	GENERAL SUPPLIES	199-11-6399-00-043-Y-11-000-Y	\$11,050.00
1	1	10	GENERAL SUPPLIES - School Leadership	199 23 63 99 00 043 Y 99 0 00 Y	\$2,000.00
1	1	26	COPY PAPER	199-11-6396-00-043-Y-11-000-Y	\$3,000.00
1	1	28	MISCEL OPERATING COSTS- AWARDS	199-11-6498-00-043-Y-11-000-Y	\$500.00
1	1	28	MISCELLANEOUS OPERATING COSTS - Food	199-11-6499-53-043-Y-11-000-Y	\$7,000.00
1	4	1	RECLASSIFIED TRANSPORTA EXP/EX - Co-Curricular/Extra Curricular	199 36 64 94 00 043 Y 99 0 00 Y	\$1,000.00
1	4	8	Stipends - OAP Sponsors	199 36 61 17 00 043 Y 99 0 20 Y	\$600.00
1	4	8	Stipends - UIL Coordinator	199 36 61 17 00 043 Y 99 0 20 Y	\$400.00
1	4	13	General Supplies	199-36-6399-44-043-Y-99-0T0-Y	\$2,050.00
1	4	13	Travel and Subsistence	199-36-6412-00-043-Y-99-0B0-Y	\$360.00
1	4	13	Substinence	199-39-641-00-043-Y-99-0T0-Y	\$210.00
1	4	13	Misc. Trophies	199-39-6498-00-043-Y-99-0T0-Y	\$80.00
1	4	13	Misc Awards	199-36-6498-00-043-Y-99-0B0-Y	\$80.00
1	4	15	TRAVEL & SUBSISTENCE- STUDENTS	199-11-6412-00-043-Y-11-000-Y	\$7,500.00
1	4	15	RECLASSIFIED TRANSPORTA EXP/EX	199-11-6494-00-043-Y-11-000-Y	\$6,000.00
2	1	2	EXTRA DUTY PAY/OVERTIME-SUP PE - Custodians	199 51 61 21 47 043 Y 99 0 00 Y	\$100.00
5	2	4	General Supplies - Counseling	199 31 63 99 00 043 Y 99 0 00 Y	\$1,000.00
7	1	1	Sal/Wages For Subst Teachers	199-11-6112-18-043-Y-99-000-Y	\$6,223.00
7	1	1	Sal/Wages For Subst Teachers	199-13-6112-00-043-Y-99-000-Y	\$5,000.00
7	1	1	MISCELLANEOUS OPERATING COSTS - Food Staff	199-13-6499-53-043-Y-99-000-Y	\$3,000.00
7	1	1	EMPLOYEE TRAVEL - Out of District Travel	199-13-6411-23-043-Y-99-000-Y	\$3,000.00

7	1	1	EMPLOYEE TRAVEL - School Leadership	199 23 64 11 23 043 Y 99 0 00 Y	\$2,500.00
7	1	1	Sal/Wages For Subst Teachers - Co-Curricular/Extra Curricular	199 36 61 12 00 043 Y 99 0 00 Y	\$100.00
8	1	5	GENERAL SUPPLIES - IT Equipment	199-11-6399-62-043-Y-11-000-Y	\$5,900.00
9	3	4	General Supplies - Health Services	199 33 63 99 00 043 Y 99 0 00 Y	\$2,500.00
9	3	4	General Supplies - Custodial Supplies	199 51 63 99 00 043 Y 99 0 00 Y	\$5,000.00
9	3	4	SUPPLIES FOR MAINT/OPERAR-CUST	199 51 63 15 00 043 Y 99 0 00 Y	\$500.00
9	3	5	GENERAL SUPPLIES - PE	199-11-6399-51-043-Y-11-000-Y	\$1,000.00
Sub-Total					\$78,353.00
Budgeted Fund Source Amount					\$78,353.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Media Center Print Jobs - CPAS/BENCMARKS	162-11-6399-XX-043-XX-Y-XX-XXX-Y	\$1,590.00
1	1	4	Professional Extra Duty Pay	162-11-6118-00-043-Y-XX-XXX-Y	\$42,583.00
1	1	10	General Supplies	162-11-6399-00-043-Y-30-000-Y	\$23,995.00
1	1	26	Copy Paper	162-11-6396-00-043-Y-30-000-Y	\$3,375.00
Sub-Total					\$71,543.00
Budgeted Fund Source Amount					\$71,543.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESL Testing General Supplies	163-11-6399-XX-043-Y-XX-XXX-Y	\$1,070.00
1	1	3	TELPAS Testing Subs	163-11-6112-XX-043-Y-XX-XXX-Y	\$4,000.00
1	1	4	ESL Tutorials	163-11-6118-00-043-Y-XX-XXX-Y	\$2,400.00
7	1	1	LPAC Subs	163-11-6112-XX-043-Y-XX-XXX-Y	\$0.00
Sub-Total					\$7,470.00
Budgeted Fund Source Amount					\$7,470.00
+/- Difference					\$0

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	General Supplies - SPED	166 11 6399 00 043 Y 23 0P1 Y	\$4,610.00
1	1	28	Awards - SPED	166-11-6498-00-043-Y-23-XXX-Y	\$500.00
Sub-Total					\$5,110.00
Budgeted Fund Source Amount					\$5,110.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Extra Duty Pay	211-11-6118-00-043-Y-30-0F2-Y	\$60,000.00
1	1	4	Bus Transportation	211-11-6494-00-043-Y-30-0F2-Y	\$15,500.00
1	1	6	Reading Materials	211-12-6329-00-043-Y-30-0F2-Y	\$5,000.00
1	1	10	General Supplies	211-11-6399-00-043-Y-30-0F2-Y	\$59,000.00
1	1	10	General Supplies - STEM	211-11-6399-00-043-Y-30-STM-Y	\$500.00
1	1	10	General Supplies - Admin	211-23-6399-00-043-Y-30-0F2-Y	\$1,500.00
1	1	26	Copy Paper	211-11-6396-00-043-Y-30-0F2-Y	\$3,971.00
1	1	28	Misc Costs - Awards	211-11-6498-00-043-Y-30-0F2-Y	\$6,000.00
6	1	6	Mileage for Parent Liaison	211-61-6411-00-043-Y-30-0F2-Y	\$500.00
6	1	6	Misc Operating Cost	211-61-6499-53-043-Y-30-0F2-Y	\$1,500.00
6	1	6	General Supplies for Parent Center	211-63-6399-00-043-Y-30-0F2-Y	\$3,000.00
7	1	1	Sal/Wages for Subs	211-11-6112-00-043-Y-30-AYP-Y	\$1,000.00
7	1	1	Education Service Center Consultants	211-13-6239-00-043-Y-30-AYP-Y	\$4,000.00
7	1	1	Employee Travel	211-13-6411-23-043-Y-30-AYP-Y	\$15,500.00
7	1	1	Misc. Contracted Services - Professional Development	211-13-6298-00-043-Y-30-0F2-Y	\$7,000.00
8	1	5	Electronic Devices	211-11-6398-62-043-Y-30-0F2-Y	\$53,166.00
8	1	5	Software	211-11-6395-62-043-Y-30-0F2-Y	\$12,000.00
8	1	5	IT Equipment General Supplies	211-11-6399-62-043-Y-30-0F2-Y	\$2,000.00
Sub-Total					\$251,137.00

Budgeted Fund Source Amount					\$251,137.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	General Supplies - Workbooks	263-11-6399-XX-043-Y-XX-XXX-Y	\$7,000.00
1	1	10	General Supplies - ESL	263-11-6399-00-043-Y-XX-XXX-Y	\$1,970.00
Sub-Total					\$8,970.00
Budgeted Fund Source Amount					\$8,970.00
+/- Difference					\$0
XXX Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	25	Gear Up Funds	274-XX-XXX-XX-043-Y-24-RGV-Y	\$93,860.00
1	1	27		287-13-6149-00-043-Y-24-TIF-Y	\$134,561.00
Sub-Total					\$228,421.00
Budgeted Fund Source Amount					\$228,421.00
+/- Difference					\$0
Grand Total					\$651,004.00